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ABSTRACT

To better understand the emerging directions and priorities for inservice training across the country, the Comprehensive System of Personnel Development section of the Annual Program Plans (called for in P.L. 94-142, Education for All Handicapped Children Act) were reviewed for 49 states and the District of Columbia. The review was structured to answer the following questions: what priority training topics related to implementation of P.L. 94-142 are needed and planned by the states; who are the priority personnel groups requiring inservice training in the priority areas; what training modes and resources are to be used by states to train in priority topic areas; and what additional training needs are indicated in the development of a Comprehensive System of Personnel Development. Among results were that priority training topics vary for different states, that there is a discrepancy between the lists of needed and planned training topics, and that the two sets of topics ranked as highest need concern the day-to-day instructional and behavioral management of the handicapped child. (Appendixes, which make up the bulk of the document, contain charts on the inservice training topic areas needed and/or planned in the 50 annual program plans, priority inservice training topic areas and personnel groups in the 50 annual program plans, and statements from the annual program plans. (SBH)

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INSERVICE TRAINING

PERSONNEL DEVELOPMENT

AN ANALYSIS OF PRIORITY TOPIC AREAS AND PERSONNEL FOR INSERVICE TRAINING INDICATED IN FIFTY ANNUAL PROGRAM PLANS

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The Council for Exceptional Children
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An Analysis of Priority Topic Areas and Personnel for Inservice Training Indicated in Fifty Annual Program Plans

Inservice training of general and special education instructional, support and administrative personnel is a priority for implementing PL 94-142, The Education for All Handicapped Children Act. The complexity of the law and the demands it makes for handicapped children require that new attitudes and knowledge and new skills be acquired by those who will implement it. Consequently, when the Regulations for PL 94-142 were written, they contained provisions for developing a Comprehensive System of Personnel Development with a focus on inservice training. The Regulations call for each state's Annual Program Plan to include a description of the planned inservice training programs which are available to all personnel engaged in the education of handicapped children. These Annual Program Plans were written by the state education agencies in mid year 1977 to define the personnel development goals and procedures to be implemented during the 1977-78 school year. Since the plans were developed before the final Regulations came into effect, they were based on the requirements stated in the statute and are thus less detailed than would be expected in the future.

To better understand the emerging directions and priorities for inservice training across the country, the Council for Exceptional Children (CEC) with the support of funds from the Bureau of Education for the Handicapped (BEH) reviewed the Comprehensive System of Personnel Development section of the Annual Program Plans. The inservice training plans for fourty-nine states and the District of Columbia which were on file at BEH during October and November 1977 were analyzed. At the time of the review, less than half of the Annual Program

Plans had received partial or final approval. Those still unapproved were in the review stage or under revision by state education agencies to conform with BEH standards. Subsequent checks showed that the Personnel Development section of the Plans was not often changed, meaning the initial review remained an accurate picture of needed and planned training and as such serves as a baseline with which to compare future development.

The purpose of this study was to identify from the Annual Program Plans priority topic areas for the identification and development of training resources and priority populations to be trained in those topic areas. The review of the Plans was structured to answer the following questions:

- What priority training topic areas related to implementation of PL 94-142 are needed and planned by the states?
- Who are the priority personnel groups requiring inservice training in the priority topic areas?
- What training modes and resources are to be used by states to train in priority topic areas?
- What additional training needs are indicated in the development of a Comprehensive System of Personnel Development?

Method

To allow comparisons of information in the Plans, a list of training topic areas related to implementation of PL 94-142 was developed from the Regulations. Other topic areas not specifically mentioned in the Regulations but listed as training areas in the Annual Program Plans were added to this list. For example, while development of individualized education programs can be directly referenced to language in the Regulations, classroom management is not specifically mentioned but occurs repeatedly as a topic of training. Information from the Annual Program Plans on training topic areas, target personnel to be trained and training resources to be used was organized according to the major areas of this PL 94-142 training topic list. Priority ranks assigned in individual Plans were recorded when available as well as whether the topics were listed as needed or planned training areas. Information from the review was further summarized and displayed to permit comparative analyses.

Appendix A contains a Summary of the Inservice Training Topic Areas Needed and/or Planned in 50 Annual Program Plans. In this chart the training topics listed by each state were categorized by the list of PL 94-142 training topic areas. The information displayed shows whether each topic area was listed as needed and/or planned by each state. Appendix B contains a Summary of Priority Inservice Training Topic Areas and Personnel Groups in 50 Annual Program Plans. In these charts, groups of personnel were organized under the categories of instruction, support, administration and other. Information from the Plans on specific personnel groups to be trained on topic areas was displayed for the states. Appendix C summarized training modes and resources planned for use by the states to implement training in the PL 94-142 topic areas. In this chart, the materials, the delivery modes and the training agencies were entered as listed by the states. Appendix D contains information listed by each individual state. The statements from the Annual Program Plans were organized in this Appendix to facilitate their use in Appendices A through C. On these charts, the specific plans of each state may be examined in detail and in the phrases used by the state plan writers. Appendix E contains summary information on the development of aspects of the inservice training component of the Comprehensive System of Personnel Development in the states as indicated by the Annual Program Plans.

Results

The review of Annual Program Plans illustrated the nationwide diversity as well as the similarities of inservice training needs and plans. The quality and quantity of information on inservice training varied greatly from state to state. Analysis of the information provides answers to the original questions which are discussed below.

- What priority training topic areas related to implementation of PL 94-142 are needed and planned by states?

Training topic information for individual states is listed in Appendix D while summary information is in Appendix A. Examination of these charts shows that priority training topics for different states vary. For example, Connecticut's first priority need for training is building communication and interpersonal relationships, District of Columbia lists a first priority training need of self-help skills for severely and multiply handicapped students, while Kentucky's first priority training need is awareness of roles and responsibility for assessment and referral committee members.

An overall view of the training topic areas gives an indication of the relative importance of each topic area and results in rank ordered lists of the top priority training topics needed and planned. The stated training needs should be the result of the needs assessments called for by the PL 94-142 Regulations and planned training should follow from the identified needs. Some discrepancy was found between the lists of needed and planned training topics. The needed training topics most frequently mentioned across all Plans are listed below in rank order.

Rank Order	Training Topics Needed
1	Instructional procedures/classroom management
1	Curriculum/programming/materials/resources
2	Develop, implement, review IEP
3	Identify, locate, refer handicapped children
4	Child Evaluation procedures
5	Least restrictive environment
6	Implementing P.L. 94-142/federal regulations
7	Communication
8	Coordination

The two sets of topics ranked as highest need concern the day to day instructional and behavioral management of the handicapped child. These topics are closely related to the second ranked topic, development, implementation and review of the IEP. The third and fourth ranked topics concern finding and evaluating the handicapped child for the purpose of providing services. Following in logical order is least restrictive environment, which includes the development of alternative settings and matching of the handicapped child to the most appropriate setting. The sixth ranked topic appears to be more general in nature and covers the essentials of compliance with the law. Communication is a high priority topic which includes skills in relating to parents, other teachers, support personnel and administrators who are increasingly involved in the education of handicapped children. Communication skills are used in conferencing with parents and in joint program planning with other professionals. Coordination of services is essential to ensure effective interaction of all those involved for the purpose of delivering needed services to handicapped children.

The planned training topics most frequently mentioned across all Plans include the following:

Rank Order	Training Topics Planned
1	Develop, implement, review IEP
2	Child evaluation procedures
3	Instructional procedures/classroom management
4	Least restrictive environment
5	Protection in evaluation
6	Procedural safeguards
7	Implementing PL 94-142/federal regulations
8	Surrogate parent
9	Curriculum/programming/materials/resources

Comparison of the most frequently needed and planned training topics shows that the needed training topics not frequently planned relate to communication and coordination of services. Frequently planned training topics not listed as high priority needs are protection in evaluation, procedural safeguards, and surrogate parents. Comparing these two lists with an eye to future trends, it appears that the current focus of inservice training on the day-to-day child evaluation placement and instruction problems will need to continue while the due process related topics will give way to training concerns for effective provision of services.

- Who are the priority personnel groups requiring inservice training in the priority topic areas?

Summary information on priority topic areas and personnel groups is listed in Appendix B. A broad array of personnel groups are to be trained on various aspects of PL 94-142 implementation. These groups were organized under instruction, support, administration and other. Instructional personnel to be trained include regular and special education teachers, teachers in the more specific areas of severe-profound and preschool handicapped, paraprofessionals and teachers aides. Physical education and vocational education teachers are listed, and Indiana indicated training of content area teachers on IEPs and least restrictive environment.

Support personnel listed as training recipients by the majority of states include psychologists and diagnosticians, speech and audiology personnel, as well as school nurses, medical personnel and social workers. Vocational rehabilitation workers and work study coordinators were listed less frequently. Occupational therapists, recreational therapists and physical therapists and counselors were identified least frequently.

Administrative personnel listed were principals, special education directors, supervisors and coordinators. The most frequently mentioned were administrators and supervisors without designation of areas. Only four states mentioned training the school board.

Other groups frequently listed to be trained were hearing officers, surrogate parents, parents and volunteers. State, regional and intermediate unit personnel were identified for training as were college and university personnel. Nine states planned training for private and parochial school personnel and six states planned training for the general public and for organizations and agencies. Alaska was the only state planning to provide training to the state legislature.

Overall, the highest priority personnel to be trained are special education teachers, administrators in general, regular education teachers, supervisors and coordinators in general, psychologists and diagnosticians, hearing officers and surrogate parents, parents. The priority personnel groups to be trained in the top priority topic areas are displayed in Table 1. Topics relating to individualized education programs rank as one of the top three priorities for all but one of the groups listed. Other topics are ranked for each group.

- What training resources are to be used by states to train in priority topic areas?

Training resources to be used to deliver training on priority topic areas are summarized across states in Appendix C. It was found that training resources were infrequently specified and this seems to show either a lack of resources known or available or lack of specificity in developing this section of the Annual Program Plan. Training materials specifically listed in the Plans are shown in Table 2.

These training materials appear to be primarily regional and state developed products and only System FORE was recognized as a widely available resource. The training was generally to be delivered through workshops,

TABLE 1

Who are the Personnel Groups Requiring Training in the Priority Topic Areas?

	Seven Highest Priority Personnel Groups						
Priority Planned Training Topics	Special Ed. Teachers	Administrators in General	Regular Ed. Teachers	Supervisor/Coordinator	Psychologist/Ed. Diagnostician	Hearing Officer/ Surrogate Parent	Parent
Develop, implement, review IEP	1	1	1	1	3		2
Child Evaluation Procedures	3		3		1		
Instructional Procedures/ Classroom Management			2				4
Least Restrictive Environment	2	2	3				3
Protection in Evaluation					2		
Procedural Safeguards	4	3		2		1	3
Implementing P.L. 94-142		4	4				1
Surrogate Parent						2	

*Table entries indicate rank order of topics for each group.

TABLE 2

Training Materials Planned for Priority

Topic Areas

Priority Topic Areas	Training Materials and States
Develop, implement, review IEP	Special Education Training Series - Nebraska Inservice Series by NLRC/P - Pennsylvania IEP booklet - South Carolina System FORE - Tennessee Imprint - Virginia
Child Evaluation Procedures	NLRC Manual - Oregon NLRC/P Inservice Series - Pennsylvania Teacher Resource Bank - South Dakota Imprint - Virginia
Instructional Procedures Classroom Management	Training films - South Carolina
Least Restrictive Environment	Teacher Resource Bank - South Dakota Guide to Alternatives - Tennessee

conferences and institutes by regional, state and local education agency personnel and college/university personnel. Overall, resource identification was a very weak aspect of the Annual Program Plan information. It is questionable whether this reflects the actual status of training delivery across the states.

- What additional training needs are indicated in the development of a Comprehensive System of Personnel Development?

A quick overall review of the Comprehensive System of Personnel Development section of the Annual Program Plans revealed that some areas specified by PL 94-142 Regulations are possible topics for inservice training. It was found that only nineteen states discussed needs assessment procedures which resulted in a prioritized list of training needs. Techniques for implementing needs assessment could be included in inservice training programs at regional state and local levels. Program evaluation procedures were discussed in twenty-seven Plans. The procedure most frequently mentioned by name was the Discrepancy Model developed by the University of Virginia. This is but one of several possible models for evaluating the effect of inservice training on the participants and on the children they serve. Inclusion of this topic in inservice programs for state and local personnel should contribute to the development of effective inservice training.

Conclusions

The findings of this review of the 1977-78 Annual Program Plans section relating to inservice training revealed that development of the inservice training systems is in the initial stages in most states. Priority inservice training topics for priority personnel groups were identified and the training resources listed for use by the states were seen to be meager in comparison to the need.

The priority topic areas primarily relate to evaluation, placement and instruction of handicapped children. Future emphases, to meet identified needs, will also focus on effective provision of services through coordination of available resources and through communication skills to facilitate the interaction of those who provide the services. The major recipients of training should continue to be teachers, administrators and supervisors, diagnosticians, and parents.

Few resources for delivering inservice training were identified in the Plans. Although a number of resources applicable to the priority topic areas are identified in several current sources, many of these are on the informational level and directed toward general aspects of PL 94-142 and the IEP development process. There are fewer on skills to plan and implement instructional programs for handicapped children and on coordinating provision of the services of the various interested parties. In other words, the majority of training resources which seem to be available reflect the state of the art of PL 94-142 implementation which is just now getting to the "how to" phase.

As training topics are continually defined and refined and as the training resources to implement the needed training are identified and developed, several points become important. Whether selecting or developing inservice training materials, quality standards should be observed and tested, replicable training materials should be the goal. Equally as important as training materials is the training delivery system to ensure their accessibility and effective use. Alternate training models should be developed in addition to the workshop and institute modes so widely used. Alternate sources of trainers should be identified and developed in addition to the frequently used state education agency and college/university personnel.

Inservice training programs on inservice training skills should be available to develop a pool of expert trainers. To make sure the delivery of training has effectively met the needs of the target population, it should be based on the assessed needs of those who will receive the training and subsequently evaluated for its impact on the participants and on the programs of the children they serve.

APPENDICES

KEY TO APPENDICES

Key to Appendix A

N	Stated in plan as need.
O	Stated in plan as objective.
P	Stated in plan as planned activity for the 1977-78 year.
6D	Stated in plan as planned activity for the 1977-78 year under Title VI-D, Training Personnel for the Education of the Handicapped, P.L. 88-164.
6B	Stated in plan as planned activity for the 1977-78 year under Title VI-B of P.L. 91-230 as amended by P.L. 94-142 (the Education of the Handicapped Act).
5	Listed in plan on the BEH Table 5, Inservice Training, 1977-78.
E	Stated in plan as existing or ongoing activities.
N%	Cumulative percent of the 50 states who designated this topic as a needed training topic area.
P%	Cumulative percent of the 50 states who designated this topic as a planned training topic area.

Key to Appendix B--State Abbreviations

AL	Alabama
AK	Alaska
AZ	Arizona
AR	Arkansas
CA	California
CO	Colorado
CT	Connecticut
DE	Delaware
DC	District of Columbia
FL	Florida
GA	Georgia
HI	Hawaii
ID	Idaho
IL	Illinois
IN	Indiana
IA	Iowa
KS	Kansas
KY	Kentucky
LA	Louisiana
ME	Maine
MD	Maryland
MA	Massachusetts
MI	Michigan
MN	Minnesota
MS	Mississippi
MO	Missouri
MT	Montana
NE	Nebraska
NV	Nevada
NH	New Hampshire
NJ	New Jersey
NM	New Mexico
NY	New York
NC	North Carolina
ND	North Dakota
OH	Ohio
OK	Oklahoma
OR	Oregon
PA	Pennsylvania
RI	Rhode Island
SC	South Carolina
SD	South Dakota
TN	Tennessee
TX	Texas
UT	Utah
VT	Vermont
VA	Virginia
WA	Washington
WV	West Virginia
WI	Wisconsin
WY	Wyoming

GLOSSARY

Admin.	- Administrator
ALRC	- Area Learning Resource Center
Asses..	- Assessment
Assoc.	- Association
Assrs.	- Assessors
Asst.	- Assistant
B.D.	- Behavior Disorders
Cnslr.	- Counselor
CSDCS	- Child Service Demonstration Center System
Ctr.	- Center
D & R	
Dept. of Health and Social Serv.	- Department of Health and Social Service
DMH	- Department of Mental Health
EMR	- Educable Mentally Retarded
Ed'l Diag.	- Educational Diagnostician
FLRS Prsnt. Pers.	- Florida Learning Resource System Presentation Personnel
Hearing Ofcr.	- Hearing Officer
IEP	- Individualized Education Program
IHE	- Institution of Higher Education
L.D.	- Learning Disability
LEA	- Local Education Agency
Mgr.	- Manager
NELRS	- North East Learning Resource System
Ofc.	- Office
Ofc. of Ed.	- Office of Education
O.T.	- Occupational Therapist
P.E.	- Physical Educator
Pers.	- Personnel
PET	- Parent Effectiveness Training
P.L.	- Public Law
Rec. Thrpst.	- Recreation Therapist
Reg. Native Assoc.	- Regional Native Association
RRC	- Regional Resource Center
Sch.	- School
SEA	- State Education Agency

Social Wkr. - Social Worker
Special Ed. - Special Education
Special Ed. Materials Spec. - Special Education Materials Specialist
Special Srvcs. Pers. - Special Services Personnel
Speech Path. - Speech Pathologist
State Bd. of Ed. - State Board of Education
State Legsltr. - State Legislator
Stn. - Station
Supv. - Supervisor

TET - Teacher Effectiveness Training
TMR - Trainable Mentally Retarded

Voc. Ed. - Vocational Educator

Wk. Study Coord. - Work Study Coordinator

APPENDIX A

SUMMARY OF TOPIC AREAS NEEDED
AND/OR
PLANNED IN 50 ANNUAL PROGRAM PLANS

APPENDIX A
See "Key to Appendices" for entry code.
Information is summarized from Appendix D.

Training Topic Areas	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL
PLANNING AND POLICY DEVELOPMENT														
Implementing 94-142 and Federal legislation Free appropriate public education Full educational opportunity	5		5		N	5		NP5	N		5		N5	6D5
Priorities	5		5			5	5	5			N5	5	5	5
Public participation APP/LEA application								P						
Local policy consistent with statute												P5		
State legislation, standards, guidelines								P				N		N
PROCEDURAL SAFEGUARDS														
Parent participation/ consultation/rights		N/05			P			P					N	
Procedural safeguards	5	N/05	5		P	5		5			N5	P5	5	5
Due process														
Hearing								P			N			
Hearing officer								P						
Surrogate parent	5		5		5			P			N5	5	5	5
Confidentiality								N					N	
CHILD EVALUATION														
Identify, locate, refer	P	N/05						P				NP	NP	N6D
Evaluation procedures Preplacement evaluation Re-evaluation	5	N/05	5			N5	N	P5	NP	6B	N5	NP5	P5	N5
Protection in evaluation Native language, non-discrimination in testing and instruction	5	N/05	5		NP	5		5			N5	P5	N5	5

Appendix A

IEP													
Develop, implement, review IEP, content	5	N/05	5	NP	N5	5	NP5			N5	NP5	6D5	N6D5
Placement procedures Data interpretation Placement decisions Meetings (placement committee)		N/05	5								N	6D	
Instructional procedures/ classroom management	P5	N/05	5		N5	N	N5	NP		5	NP5	P5	N6D5
Curriculum/programming/ materials/resources	P	N/05		NP	N	5	N/6B P/6D	NP	6B	N	NP	P	N6D
Parent Training													
EDUCATIONAL PLACEMENT													
Facilities/personnel/ services	5				N		P5				NP	P	N6D
Least restrictive environment	5	N/O	5	NP	5		5			N5	P5	5	N6D5
Private school/residential/ institution/parochial settings													6D
MANAGEMENT AND EVALUATION													
Grant writing													
Monitoring													
Funding													
Plan/implement/evaluate programs			5								P		
Records/data												P	
Staff utilization, evaluation, leadership training								NP					

SERVICE COORDINATION AND COMMUNICATION									
Coordination	N/05			N					6D
Communication (conference, consultation)	N/05			N	5	N		N	N
Public awareness and information dissemination									
PERSONNEL DEVELOPMENT									
Needs assessment			N				P/6B		
Inservice models--develop, implement, evaluate			N				P		N6D5
Technical assistance									
OTHER	N/O	5	N				P	N	N

Appendix A
SUMMARY OF TOPIC AREAS NEEDED AND/OR PLANNED IN 50 ANNUAL PROGRAM PLANS

Information from States

IN	IA	KS	KY	LA	ME	MD	MA	MI	MN	MS	MD	MT	NE	NV	NH	NJ	NM	NY	NC
6D	5	P5	NP6D	NP5	5	NP5	5	P5	5	p			5E		N	P5	INFORMATION NOT AVAILABLE	05	N5
	5		5	5		5	5			5					5	5		5	5
														6D		P			
		P			5								N		5	P		O	
6D													5E	6D		P			
N5	5		5	5	5	5	5	5	5	5					5	5		5	5
			P						N					6D					
	5		5	5	5	5	5	5		5					5	5		5	5
6D		P	NP					N	N	NP		N	N		N	P		O	N
N5	5	P5	NP/6D5	P5	5	NP5	5	5	N5	P5		N	N5		P5	P5		5	5
NP6D5	5	P5	5	5	5	5	5	5	5	5					5	P5		5	N5

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Appendix A

N6D5	5	P5	NP5	N/O5	5	NP5	5	5	NP5	NP5	N	E	6D	5	5	5	N5
6D			NP5			P5					N						
NP6D5	N5	5	P5	O/N5	5	NP5	5	5	P5	NP	N	N	6D	NP5	P3	O5	6D5
N	N5	P5		O/N	5	N			P	NP	N	N	6D	P	P	O	N6D
						NP				NP			6D	P			
	N	P5		N		NP5				P						5	
NP6D5	N5	P5	6D5	NP5	5	5	5	P5	NP5	NP5	N	N	6D	5	P5	5	N5
				O							N						
				O													
P				O		NP			N		N	N		N			
			N														
										N				P			

				N	N		N		N	P		N
O	NP			N	NP	N	N		NP	P		
				P						P		
			P								O	
5	P	P			N	N		6D				N

ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	% of 50 states N%	% of 50 states P%
P6D5	5	N6D5	N	5	5	5	P5	P5P	N	P6D	N5		NP	N	5	N	32	68
5	5	5			5	5	5		5	NP	5				5		4	58
											P						0	4
		6D		P			P										0	12
				P			P						PN	P			8	18
		6D				N		N	N								9	18
5	05	5		5	5	5	5	5	5	NP	5				5		10	72
							N	N							N		8	4
							N			NP					N		8	4
N	0									N							6	2
N5	5	5		5	5	5	5		5	NP	5				5		6	62
							N										6	0
	0		N	P	P		N	N		N		NP	NP6D	N	N	N	46	30
5	05	N6D5	N	P5	5	5	P6D5	5	N5	NP6D5	5	NP	NP	N	N5		44	82
5	5	5		5	5	5	5	N5	5	NP	5				5		16	74

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Appendix A

N5	O5	N6D5	N	P5	P5	P5	NP6D5	NP5	N5	NP6D	P5	NPE	P6D	N	5	P	50	86
		N6D	N		P	P	NP										14	20
5	O5	N6D5	N	N5	P5	NP5	NP6D5	N5	5	P	5	NE	NP6D	N	5		52	80
	O			P	P	NP	NP6D	NP	N5	NP6D	NP	NPE	NP6D				52	58
	O																6	8
			N				N	N		N			NP6D	P	N		24	22
5	O5	5	N	5	5	5	NP6D5	N5	N5	NP	5		NP		5		36	76
							N										2	2
				P									P				0	4
				P											N		6	2
						P	N						NP		N		8	4
				P		P		N				P	P		N		16	16
							N										4	2
									N				NP6D				8	6

N	O	S			P	N	N		N		P			N		28	10
N			P								N	NP6D				30	16
	O				P											2	6
					P			N								4	4
			P			P		N								6	10
			P			P/6D								N		2	4
	O			N	N	N	N		N	N		NP6D	NP	N	P	34	18

APPENDIX B

SUMMARY OF PRIORITY TOPIC AREAS
AND
PERSONNEL GROUPS
IN 50 ANNUAL PROGRAM PLANS

Appendix B-1

SUMMARY OF PRIORITY TOPIC AREAS AND PERSONNEL GROUPS IN 50 ANNUAL PROGRAM PLANS

Personnel Groups Trained by States

Instruction

Training Topic Areas	LEA Personnel	Teachers--Regular	Teachers--Special Education	Teachers--Severe Profound	Teachers--Preschool	Teachers--Content Area	Teachers--Physical Education	Teachers--Vocational Education	Paraprofessional Aide Noninstructional
PLANNING AND POLICY DEVELOPMENT									
Implementing 94-142 and Federal legislation Free appropriate public education Full educational opportunity	CA DC KY NH TN WY	AL CO DE GA ID IA LA ME MD MA MI MN MS NE NV NJ NY NC OH OK RI SD TN VT WI	AL CO DE GA ID IA LA ME MD MA MI NE NV NJ NY NC OH OK RI SD TN VT WV WI				CO DE GA ID IA LA MD MA MI MN NJ ND OK SC SD TN WI	CO GA ID IA LA ME MD MA MI MN MS NJ NY NC ND OK RI SC SD TN VT WI	CO DE GA ID LA MD MA MI NE NJ NY NC OK SD TN WI
Priorities		DE GA IA LA MI MA MI NJ OH SC SD VT	CO CT DE GA HI ID IA LA MD MA MI MS NH NJ NC OK SC SD VT WI				CT GA IA LA MD MA MI	GA IA LA MD MA MI SC VT	GA LA MD MA MI RI SC
Public participation APP/LEA application		VT							
Local policy consistent with statute			HI						
State legislation, standards, guidelines	NH	DE ME NH NJ	DE ME NH NJ				ME NH	ME NH	ME NH
PROCEDURAL SAFEGUARDS									
Parent participation, consultation, rights	MS TN	CA DE MD	CA DE MD		TN		MD	MD	MD
Procedural safeguards		AL AK DE GA IA LA ME MA MI MN NH NJ NY OH OK PA RI SC SD TN VT WI	AL AK CO DE GA ID IN IA LA ME MA MI NH NJ NY ND OH OK PA RI SC SD TN VT WI				GA IA LA MA MI NH NJ OK SD TN WI	AK GA IA LA MA MI MN MS NH NJ OK SC TN VT WI	GA LA MA MI NH NJ SC SD TN UT
Due process	MN TN	WI	CA WI		CA TN				CA WI
Hearing	SD	AK	AK					AK	

							Appendix B-1		
Hearing officer									
Surrogate parent	DE	GA LA MD MA MI NJ OH RI SD VT	CA DE GA ID LA MD MA MI NH NJ OK PA RI SD VT WI		CA		GA LA MD MA MI NJ	GA LA MD MA MI MS NJ VT	GA LA MD MA MI NJ
Confidentiality		AK SD	AK CA SD		CA			AK	
CHILD EVALUATION									
Identify, locate, refer	HI KS KY LA MS NE NY OR PA RI TN VA WY	AL AK ID IN KY MS MT SD VT WA WI	AL AK DE HI KS KY MT WA WI		IN KS TN		IN		AL IN KS VA WV
Evaluation procedures **Preplacement evaluation** **Re-evaluation**	FL OR PA VA	AL AK CO DE DC GA ID IN KY LA ME MD MA MI MT NE NH NJ NY NC OK RI SD TN TX VT WA WI	AL AK CO DE GA HI ID IA KY LA ME MD MA MI NE NH NJ NY NC ND OH OK PA RI SD TN TX UT VT WA WI	IL KS	DC		AL AK DE GA LA MD MA MI MN NH NJ OK SD TN TX UT WI	AL AK GA IA LA MD MA MI NH NJ OK SD TN VT WI	AL AK CO GA ID IL KS LA MD MA MI NH NY SD TN UT VA WI
Protection in evaluation **Native language, nondiscrimination in testing and instruction**	TN	AL AK DE GA ID IL IA LA ME MD MA MI MN NH NY OH RI TN UT VT	AL AK CA CO DE GA IL IA LA MD MA MI NH NJ NY OH OK PA RI TN UT VT WV WI		TN		GA LA MD MA MI MN NH NJ TN	AK GA LA MD MA MI MN NH NJ TN VT	GA LA MD MA MI NH TN
INDIVIDUALIZED EDUCATION PROGRAM									
Develop, implement, review IEP, content	CA IL MS NV PA TN TX UT	AL AK CO DE GA ID IL IN IA KY LA ME MD MA MI MN MS NH NJ NY NC OH OK OR RI SC SD TN TX UT VT WI	AL AK CA CO CT DE GA HI ID IL IN IA KS KY LA ME MD MA MI MN MS NH NJ NY NC ND OH OK OR PA RI SC SD TN TX UT VT WI	AL CA ID	CA IN	IN	AL AK DE GA ID IN KY LA MD MA MI MN NH NJ NY NC ND OH OK SC SD TN TX UT WI	AL AK DE GA IN IA LA MD MA MI MN MS NH NJ NY ND OK PA SC SD TN TX VT WI	AL AK GA ID LA ME MD MA MI NH NJ NC OK SC SD TN VA WI

Placement procedures Data interpretation Placement decisions Meetings (placement committee)	OR PA RI SC	AK KY OK SC	AK SD				AK	AK	AK
Instructional procedures/classroom management	LA MS NV NH SC	CO DE DC GA ID IN KS KY LA ME MD MA MI MN MS MT NE NH NJ NY NC OK RI SC SD TN UT VT WA WI	CO DE DC GA HI ID IL IN IA KS KY LA ME MD MA MI MN MS MT NH NJ NY NC ND OH OK PA RI SC SD TN TX UT VT WA WV WI	KY LA MS NV NY	DC		DE GA IN IA LA MD MA MI MN NH NJ NY OK SC SD TN TX UT WI	DE GA IL IA LA ME MD MA MI NH NJ NY NC ND OK RI SC SD TN TX VT WI	CO DE DC GA HI ID IL IN IA KS LA ME MD MA MI NV NH NJ NY OH OK SD TN UT VA WV WI
Curriculum/programming/materials/resources	CA DC HI MN MS NV NH PA RI TN	AK CA CT DE DC FL IL IA KS MS MT NE OH SC SD VT WA	AL AK CA CT DE DC FL HI IL IA KS MN MS MT OH PA SC TX WA	DC KS MS NV TX	DC LA MS VA		AK DE TX	AK CA IL LA TX	AL AK DC HI MT TX UT VA
Parent Training		MS	AL MS						AL
EDUCATIONAL PLACEMENT									
Facilities/personnel/services	TN	IN SD WI	AL DE WI						AL KS MS NV WA WV
Least restrictive environment	LA MS NV TN	AL DE HI IL IN IA LA ME MD MA MI MN MS MT NE NH NJ NY NC OH OK OR PA RI SC SD TN UT VT WI	AL CO DE HI ID IL IN IA LA MD MA MI MN MS MT NH NJ NY NC ND OH OK OR PA RI SC SD TN UT VT WI		TN	IN	IA LA MD MA MI MN NH NJ OK SD TN UT WI	IA LA MD MA MI MN MS NH NJ NY OK RI SC TN VT WI	LA MD MA MI NH NJ SC SD TN
Private school/residential/institution/parochial settings									

MANAGEMENT AND EVALUATION									
Grant writing									
Monitoring	PA WI								
Funding	WI		SD						
Plan, implement, evaluate programs	PA VA WI								
Records/data		SD	SD						
Staff utilization, evaluation, leadership training									
SERVICE COORDINATION AND COMMUNICATION									
Coordination	NH TN WI	NJ	AK NJ						VA
Communication (conference, consultation)	NH PA	MT NE WA	AL LA MT WA						AL VA
Public awareness and information dissemination		NJ	NJ						
PERSONNEL DEVELOPMENT									
Needs assessment	CA SC								
Inservice models--develop, implement, evaluate	CA MI								
Technical assistance	PA		SD						
Other--priority personnel	MD RI WI	AK AZ MD MA MS MT NJ OH OK SD WV	AK AZ CA FL GA MD MA MS MT NJ NY OH OK SC	CA FL MD MA	MA MT WY		AZ MA MT	AZ FL MA MT	AK AZ FL MA MT OK SC

Appendix B-2

SUMMARY OF PRIORITY TOPIC AREAS AND PERSONNEL GROUPS IN 50 ANNUAL PROGRAM PLANS

Personnel Groups Trained by States

Support

Training Topic Areas	Pupil Personnel/ Related Services	Psychometrist Educational Diagnostician Psychologist	Speech Pathologist Communication Audiologist	School Nurse Medical Personnel Social Worker-School, County Vocational Rehabilitation	Work Study Coordinator	Occupational Therapist	Recreational Therapist	Physical Therapist	Personnel, Guidance Counselors
PLANNING AND POLICY DEVELOPMENT									
Implementing 94-142 and Federal legislation Free appropriate public education Full educational opportunity	NY WV	CO DE GA ID IN IA LA MD MA MI NE NJ NY OH OK RI SC SD TN	CO DE GA IA LA ME MD MA MI NE NJ NY OK RI SD TN VT WI	CO DE GA IA LA MD MA MI NJ NY PA SC SD TN WI	CO GA IA LA MD MA MI NE NJ NY ND OK SD	CO DE GA IA LA MD MA MI MS NJ OK SD WA	CO DE GA LA MD MA MI OK SC		
Priorities	WI	DE GA HI IA LA MD MA MI NH NJ OH OK SC	CO DE GA HI IA LA MD MA MI NJ OK	GA HI IA LA MD MA MI NH NJ SC	CO DE GA IA LA MD MA MI	DE GA IA LA MD MA MI OK	GA LA MD MA MI		
Public participation APP/LEA application	VT								
Local policy consistent with statute		HI	HI	HI					
State legislation, standards, guidelines	DE IL NY	ME NH NJ	ME NH	NH	NH	NH WA	ME NH		
PROCEDURAL SAFEGUARDS									
Parent participation, consultation, rights	CA DE	CA IN MD	MD	CA IN MD	MD	CA MD	MD	CA	IN
Procedural safeguards		AK DE GA IN IA LA MA MI NH NJ OH OK PA RI SC TN UT WI	CO DE GA IN IA LA ME MA MI NH NJ ND OK SD TN VT WI	AK GA IN IA LA MA MI NH NJ RI SC SD TN WI	CO GA IA LA MA MI NH NJ OK	GA IA LA MA MI NH NJ OK SD	GA LA MA MI NH OK		
Due process	CA	CA		CA		CA		CA	
Hearing		AK		AK					
Hearing officer									
Surrogate parent	CA	CA GA LA MD MA MI NH NJ OH OK SC	CA LA ME MD MA MI NJ OK VT	CA GA LA MD MA MI NH NJ	GA LA MD MA MI NJ OK	CA GA LA MD MA MI NJ OK	GA LA MD MA MI	CA	TX
Confidentiality	CA	AK CA		AK CA		CA		CA	

CHILD EVALUATION									
Identify, locate, refer	AL KS VT	AK IN	KS	AK HI IN KS WY		IN		IN WA	IN
Evaluation procedures Preplacement evaluation Re-evaluation	DE MT	AL AK CO DE DC GA HI ID IL IN IA KS KY LA MD MA MI MN MS NE NH NJ NY NC ND OH OK PA RI SC SD TN TX UT WA WI	AL CO DE GA HI IN IA KS LA MD MA MI NE NH NJ OK RI TN TX VT WI	AK CO GA HI IA KS LA MD MA MI NH NJ NC SD TN WI	CO DE GA IA LA MD MA MI NH NJ ND OK SD	DE GA IA KS LA MD MI NH NJ SD WA	GA LA MD MI NH OK UT		KY
Protection in evaluation Native language, nondiscrimination in testing and instruction	CA ID IL KY WV	AK CA CO DE GA HI IL IN IA KS LA MD MA MI MN MS NH NJ NY NC OH OK PA RI SC TN TX UT WI	CO DE GA HI IN IA LA MD MA MI NH NJ OK TN VT	AK GA HI IL IA LA MD MA MI NH NJ RI TN	CO DE GA IA LA MD MA MI NH	CA DE GA LA MD MA MI NH	GA LA MD MA MI NH	CA	TX
INDIVIDUALIZED EDUCATION PROGRAM									
Develop, implement, review IEP, content	CA HI ID IL MN MT OR VT	AL AK CA DE GA HI IN IA KY LA MD MA MI NH NJ NC ND OH OK PA RI SC SD TN TX UT WI	AL CO DE GA HI ID IN IA KY LA ME MD MA MI MN NH NJ NC OK PA SC SD TN TX VT WI	CA GA HI IA LA MD MA MI NH NJ NC RI SC SD TN WI	CO DE GA IN IA LA MD MA MI NH NJ NC OK PA SD	CA DE GA IN IA LA MD MA MI NH NJ OK SD TX WA	GA IN LA MD MA MI NH NC OK SC TX UT	CA WA	KY TX
Placement procedures Data interpretation Placement decisions Meetings (placement committee)		AK IN KY	IN						IN KY
Instructional procedures/classroom management	KS MT WV	DE GA HI IA KS LA MD MA MI NH NY ND OH OK RI SD TN UT WA WI	CO DE GA HI IN IA KS LA ME MD MA MI NH NJ NC OK SD TN VT WA WI	GA HI IL IA KS LA MD MA MI NH RI SC SD TN WI	CO GA IA LA ME MD MA MI NH NJ NC ND OK SD	DE GA LA MD MA MI NH NJ SD WA	DE GA LA MD MA MI NH NC OK SC UT		
Curriculum/programming/materials/resources	CA IL KS MT VT	AK CA CT DC HI KS WA	HI ME WA	CA HI	KS LA	CA	DE	CA WA	KS
Parent training			WA					WA	

EDUCATIONAL PLACEMENT									
Facilities/personnel/ services	IL TN	WA	DE	HI		WA		WA	
Least restrictive environment	OR TN	AL CO DE HI ID IN IA LA MD MA MI NH NJ OH OK PA RI SC SD TN UT WI	CO DE HI IA LA ME MD MA MI NH NJ ND OK PA SD TN VT WI	CO HI IN IA LA MD MA MI NH NJ RI SC SD TN	CO IA LA MD MA MI NH NJ OK SD	IA MD MA MI NH NJ OK SD	MD MA MI NH OK UT		IN
Private school/ residential/ institution/ parochial settings									
MANAGEMENT AND EVALUATION									
Grant writing				WA		WA			
Monitoring	MT								
Funding									
Plan, implement, evaluate programs	MT								
Records/data									
Staff utilization, evaluation, leadership training									
SERVICE COORDINATION AND COMMUNICATION									
Coordination		AK NJ		AK					
Communication (conference, consultation)	MT						WA	WA	
Public awareness and information dissemination		NJ							
PERSONNEL DEVELOPMENT									
Needs assessment									
Inservice models—develop, implement, evaluate									
Technical assistance									
Other—priority personnel	MT SC WV	AK AZ GA NJ	MA SC	AZ GA SC		GA MA	AZ GA MA	GA	GA MA

Appendix B-3

SUMMARY OF PRIORITY TOPIC AREAS AND PERSONNEL GROUPS IN 50 ANNUAL PROGRAM PLANS

Personnel Groups Trained by States

Administration

Training Topic Areas	School Board	Administrator	Administrator—Principal	Administrator—Special Ed	Supervisor/ Coordinator	Supervisor/ Coordinator—Special Ed
PLANNING AND POLICY DEVELOPMENT						
Implementing 94-142 and Federal legislation Free appropriate public education Full educational opportunity	KY ND WI	AL CO GA ID IL IA KS KY LA MA MI MS NV NH NJ NY NC ND OR PA RI SC SD TN UT VT WI	DE IN ME MD MN NE NJ ND OH OK OR VT WV	MI NJ NY OK OR TN VT WV WI	AL CO DE GA ID IN IA LA MD MA MI MN NE NJ NY NC ND OH OK RI SC SD UT WI	ME
Priorities		AL DE HI ID IL IA KY LA MD MA MI NH NJ NY ND OH OK SC SD UT VT WI	CO	VT WI	AL CO CT DE GA HI ID IA KY LA MD MA MI NH NJ NY OH OK SC SD UT WI	TX
Public participation APP/LEA application		VT	DE		DE	
Local policy consistent with statute			HI		HI	
State legislation, standards, guidelines		NH NJ PA WA	KS NH	NJ NY PA	NH NY WV	
PROCEDURAL SAFEGUARDS						
Parent participation, consultation, rights		CA LA	IN			
Procedural safeguards	AK	AL AK CO HI ID IL IN IA KY LA MD MA MI NH NJ NY ND OH OK PA RI SC SD TN TX UT VT WI	DE GA	VT WI	AL CO DE GA HI ID IN IA KY LA MD MA MI NH NJ NY NC ND OH OK PA RI SC SD TN TX UT WI	TX
Due process		CA KY	KY		CA KY	
Hearing	AK	AK DE SD				
Hearing officer		DE				

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Surrogate parent		AL CA DE GA HI ID IA KY LA MD MA MI NH NJ NY NC OH OK PA SC UT VT WI		VT WI	AL DE GA HI ID IA LA MD MA MI NH NJ NY OH OK RI SC SD UT WI	TX
Confidentiality	AK	AK CA LA SD				
CHILD EVALUATION						
Identify, locate, refer						IL
Evaluation procedures **Preplacement evaluation** **Re-evaluation**	AK	AL AK DE GA HI KY LA MD MA MI MT NH NJ OH OK TN UT WI		WI	AL DE GA HI IA LA MD MA MI MN NH ND OH OK RI SD TN UT WI	IL TX
Protection in evaluation **Native language, nondiscrimination in testing and instruction**	AK	AL AK CA CO DE ID IN IA LA MD MA MI NH NJ NY OH OK TN UT VT WI	GA	VT WI	AL CO DE GA ID IN IA KS LA MD MA MI NH NY OH OK SC TN UT WI	TX
INDIVIDUALIZED EDUCATION PROGRAM						
Develop, implement, review IEP, content	AK	AL AK CA CO DE GA HI ID IL IN IA KY LA MD MA MI MS MT NH NJ NY NC ND OH OK PA SC SD TN TX UT VT WI	IN MN VA	MN VT WI	AL CO DE GA HI ID IL IN IA KS KY LA MD MA MI MN NH NJ NY NC ND OH OK PA SC SD TN TX UT WI	TX
Placement procedures Data interpretation Placement decisions Meetings (placement committee)	AK	AK ID KY MT SD	IN KY		IL KY	
Instructional procedures/classroom management		CO DE GA HI ID IL IA LA MD MA MI MN MT NH NJ OH OK SC TN UT WI		WI	CO DE GA HI IA KS LA MD MA MI MN NH OH OK SC TN UT WI	IL KS
Curriculum/programming/materials/resources	AK	AK CA CT DC HI KS ME MS MT TX VT			DC HI SC TX	IL TX
Parent training						

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EDUCATIONAL PLACEMENT						
Facilities/personnel/ services		DE IN SD TN	TN		DE IN KS OH	OH
Least restrictive environment	IL	AL CO DE HI ID IL IN IA KS LA MD MA MI MN MS MT NH NJ NY NC ND OH OK SC SD TN TX UT VT WA WI	IN TN	KS MN VT WI	AL CO DE HI ID IN IA LA MD MA MI NH NJ NY ND OH OK SC SD TN TX UT WI	IL TX
Private school/ residential/ institution/ parochial settings						
MANAGEMENT AND EVALUATION						
Grant writing						
Monitoring						
Funding		LA SD WA				
Plan, implement, evaluate programs		LA MT TN WA	TN	SC	HI	
Records/data		SD				
Staff utilization, evaluation, leadership training		MS	DC WA		DC	
SERVICE COORDINATION AND COMMUNICATION						
Coordination	AK	AK NJ OR	OR	NJ OR		
Communication (conference, consultation)		NH WA				
Public awareness and information dissemination		NJ PA		NJ PA		
PERSONNEL DEVELOPMENT						
Needs assessment						
Inservice models-- develop, implement, evaluate						
Technical assistance						SD
Other--priority personnel	AK	AK AZ FL MD MS MT NJ OH OK SC WV	AK FL GA MD OH	AK MD MA NJ OH WV	AZ FL MD SC	OH

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Appendix B-4

SUMMARY OF PRIORITY TOPIC AREAS AND PERSONNEL GROUPS IN 50 ANNUAL PROGRAM PLANS

Personnel Groups Trained by States

Other

Training Topic Areas	Hearing Officer Surrogate Parent	Private/Parochial Personnel	Intermediate Unit Personnel	State Personnel	Regional Personnel	IHE Staff	Parents	Volunteers	Organizations/ Agencies	General Public	Other
PLANNING AND POLICY DEVELOPMENT											
Implementing 94-142 and Federal legislation Free appropriate public education Full educational opportunity	AL DE GA ID IA LA ME MD MA MI NJ NY NC ND OH OK RI SC SD TN VT WI	WY	MI	LA		OK	AL CO DE GA ID IL IA LA ME MD MA MI MN ME NJ NY NC ND OH OK RI SD TN WI	GA LA ME MD MA MI NE TN	NY OK WV	ND	DE IA KY LA MD MI TN WV WI
Priorities	AL DE GA IA LA MD MA MI NH NJ OH OK SC SD VT						GA IA LA MD MA MI NH NJ NC ND OH SC SD	GA LA MD MA MI	NY		HI IA KY LA MD MI NH
Public participation APP/LEA application											
Local policy consistent with statute								HI			HI
State legislation, standards, guidelines	ME NH	PA	PA	LA	PA		DE ME NH NJ	NH			NH
PROCEDURAL SAFEGUARDS											
Parent participation, consultation, rights	CA						CA MS NV NJ	CA			
Procedural safeguards	AL AK DE GA HI IL IN IA KY LA ME MD MA MI NH NJ ND OH OK PA RI SC SD TN VT WI			AK		AK	AK CO GA ID IN IA LA MD MA MI MN NH NJ NC ND OH OK PA RI SC SD TN WI	GA LA MD MA MI TN UT	AK		AK DE IN IA LA MD MI NH TN WI
Due process	CA							CA			
Hearing	AK DE			AK		AK	AK	AK UT			
Hearing officer	UT										
Surrogate parent	AL CA DE GA ID IL IA KY LA ME MD MA MI NH NJ NC OH OK PA RI SC SD UT VT WI						CA GA LA MD MA MI NH NJ NC OH SD WI	CA GA LA MD MA MI SC			IA LA MD MI NH WI
Confidentiality	AK CA			AK		AK	AK CA	CA			AK DE

CHILD EVALUATION											
Identify, locate, refer	AK	WY		AK KS KY OR VA		—	KY WI	IN			AK WI
Evaluation procedures Preplacement evaluation Re-evaluation	AL AK GA LA MD MA MI NH NJ OH OK TN WI	PA	PA	AK KY OR	PA	AK	GA IA LA MD MA MI NH NJ OH TN WI	GA LA MD MA MI TN			AK HI KS LA MD MI NH TN WI
Protection in evaluation Native language, nondiscrimination in testing and instruction	AL AK CA DE GA IN IA LA ME MD MA MI NH NJ ND OH OK TN VT			AK KY		AK KS	AK GA IA LA MD MA MI MN NH OH TN	GA LA MD MA MI TN			AK LA MD MA MI NH TN
INDIVIDUALIZED EDUCATION PROGRAM											
Develop, implement, review IEP, content	AL AK CA DE GA IN IA LA ME MD MA MI NH NJ ND OH OK PA RI SC SD TN VT WI	PA	PA	AK	PA	AK TX	AK CA DE GA IN IA LA MD MA MI MN NH NJ NC ND OH OK PA RI SC SD TN WI	CA GA LA MD MA MI NH TN			AK CA HI IN IA LA MD MI NH TN WI
Placement procedures Data interpretation Placement decisions Meetings (placement committee)	AK NH	PA	PA	AK OR		AK	AK				AK
Instructional procedures/classroom management	GA LA MD MI NJ OH OK RI SD TN WI	DC KS MN MS		KY		SD	CO DE GA HI ID IA LA MD MA MI MN NH NJ NY OH OK RI TN UT WI	CO GA ID LA MD MA MI NH NC OH SC TN UT			HI IA KS LA MD MI NH TN WI
Curriculum/programming/materials/resources	AK CA	DC MN MS PA	PA	AK NY VA		AK	AK CA DC HI	CA			AK CA HI KS
Parent training							MS NB NV OH				
EDUCATIONAL PLACEMENT											
Facilities/personnel/services				LA SD			TN		SC	SC	IN NY WV
Least restrictive environment	AL DE IN KY LA ME MD MA MI NH NJ OH OK PA RI SC SD TN VT WV	KS		KY			AL CO ID IN IA LA MD MA MI MN NH NJ NC ND OH OK RI SC SD TN WI	LA MD MA MI TN			DE IN IA LA MD MI NH TN WI
Private school/residential/institution/parochial settings				LA							

MANAGEMENT AND EVALUATION									
Grant writing		PA	PA						
Monitoring									
Funding				LA					
Plan, implement, evaluate programs				LA					
Records/data									
Staff utilization, evaluation, leadership training		DC		TX	TX				
SERVICE COORDINATION AND COMMUNICATION									
Coordination	AK			AK			NJ		AK
Communication (conference, consultation)		PA	PA						DE
Public awareness and information dissemination		PA	PA				NJ		
PERSONNEL DEVELOPMENT									
Needs assessment									
Inservice models--develop, implement, evaluate		PA	MI PA	NY			MI		
Technical assistance		PA	PA						
Other--priority personnel	AZ NC OK SC WV	CA MD OH	FL	AK FL	AK	AK MA WV	AK AZ NJ SC	AZ FL SC	

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APPENDIX C

SUMMARY OF TRAINING MODES
AND
RESOURCES FOR TOPIC AREAS
AS LISTED IN 50 ANNUAL PROGRAM PLANS

Training Topic Areas	AL	CA	DE	FL	ID	IA	IL
PLANNING AND POLICY DEVELOPMENT							
Implementing 94-142 and Federal legislation Free appropriate public education Full educational opportunity		Child Service Demonstration Center System	SEA Workshop				
Public participation APP/LEA application							
State legislation, standards, guidelines							
PROCEDURAL SAFEGUARDS							
Parent participation, consultation, rights							
Due Process							
Hearing officer							
Surrogate parent							
CHILD EVALUATION							
Identify, locate, refer	ETV Credit Course	Mideast Educational Learning Resource System			SEA		
Evaluation procedures Preplacement evaluation Re-evaluation					SEA		
Protection in evaluation Native language, nondiscrimination in testing and instruction							

Appendix C

INDIVIDUALIZED EDUCATION PROGRAM Develop, implement, review IEP content	Child Service Demonstration Center System	SEA, State Conference
Placement procedures Data interpretation Placement decisions Meetings (placement committee)		
Instructional procedures/classroom management		Statewide Program of inservice training
Curriculum/programming/materials/resources	SEA, LEA, IHE, Other Florida Learning Resource System	o Information Pack o Training Pack o Handbook on Career Development
Parent training		
EDUCATIONAL PLACEMENT Least restrictive environment		
Facilities/personnel/services	Mideast Educational Learning Resource System	
Private school/residential/institution		
MANAGEMENT AND EVALUATION Grant writing		
Plan, implement, evaluate programs		
Monitoring		

SERVICE COORDINATION AND COMMUNICATION			
Coordination			
Communication (conference, consultation)			
Public awareness and information dissemination			
PERSONNEL DEVELOPMENT			
Inservice models--develop, implement, evaluate			
Technical assistance	SEA	Teachers Ed. Centers, LRC	
Needs assessment			
OTHER		NASDSE, SELRC--Region 13	

Appendix C

SUMMARY OF TRAINING MODES AND RESOURCES FOR TOPIC AREAS AS LISTED IN 50 ANNUAL PROGRAM PLANS

Information by States

IN	KS	KY	MN	MS	NE	NV	NJ	NY	NC
Workshop	SEA	SEA		IHE, Division of Voc. Ed.-SEA	SEA		Regional Child Study Teams, Pupil Personnel Services	SEA Regional Workshop	
Workshop					Special Ed. Training Series-Module	SEA, IHE	LRC		
		6G Project							
Workshop	SEA, IHE, Department of Health and Environment	6G Project		IHE			LRC	SEA Regional Workshop	
	SEA, IHE	SEA		SEA, IHE			LRC		
	SEA, IHE								

		SEA		SEA	Special Ed. Training Series-Module	SEA, IHE, Conference, Workshop, Consultation			
Workshop		SEA							
	SEA, IHE		ALRC Workshop	SEA, IHE, Department of Mental Health			LRC	SEA Regional Workshop	Institute
	SEA, IHE	SEA	ALRC Workshop, Videotapes	SEA, IHE			LRC Pupil Personnel Services	SEA Institute	Institute
				Department of Mental Health		SEA, LEA			
SEA, Ball State, Workshop				SEA			IHE		
Workshop	SEA, IHE			IHE			Regional Child Study Team		
	SEA, IHE								
SEA, Valparaiso									

SEA			SEA Conference		Imprint
SEA	Inservice Series by NLRC/P				
SEA					
	Regional and State Level Personnel				
	Inservice Series by NLRC/P, SERRC				
			SEA, Prince William Model--NASDSE		
LEA		Workshop, NELRS	SEA	MELRS	

ND	OK	OR	PA	RI	SC	SD	TN	VT	VA	WA
SEA	SEA, Institute					SEA	SEA, LEA			
								S.E. technical assistance and evaluation personnel		
			Regional and State Personnel, Conference, training packages							
							Materials and procedures developed by SEA			
SEA										
SEA										
		Manual by NLRC	Regional and State Level Personnel				Materials and procedures developed by SEA	RRC	Imprint	Telecourse
	Consultants, existing programs	Manual by NLRC	Regional and State Level Personnel, Inservice Series by NLRC/P			Workshop, Teacher Resource Bank, Consultant			Imprint	

SEA	Miniclinics, discussions		Inservice Series by NLRC/P, Regional and State Personnel via Conference		SEA, Workshop, IEP booklet, Conference		SEA, LEA, IHE, MELRS, System FORE	S.E. technical assistance and evaluation personnel	Imprint
	Miniclinic, discussion of alternatives		Inservice Series by NLRC/P, SERRC	Workshop, 6D, NELRS	SEA, Videotape				
	Miniclinics, discussions				SEA, training films				
	Consultants, existing programs	Manual by MLRC	Inservice Series by NLRC/P, Regional and State Level Personnel	Workshops, 6D, NELRS	Workshop, LRC, Standards for Selecting Materials	Workshop, Teacher Resource Bank	SEA, LEA, MELRS	RRC	Stimulus material packages used by parents at home
						Workshop, Teacher Resource Bank, Consultants	Guide to Alternatives, SEA materials		
			Regional and State Per.						
			Regional and State Personnel		SEA, Institute		Statewide and district Study Councils, local inservice		Imprint
			Regional and State Personnel						

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	Appendix C
RRC	Regional Child Study Team, Pupil Personnel Services
	Regional and Statewide Workshops
Community College	On site training via 6D, 6B, and RRC

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APPENDIX D

REVIEW OF ANNUAL PROGRAM PLANS 1977-78

State by State Analysis
of
Inservice Training Plans

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Implementation of P.L. 94-142		5	Regular Teacher 500 Special Teacher 1,210		Supv. 127 Admin. 100	Parent 50 Hearing Ofcr. 20	
	Priorities					Supv. 127 Admin. 100	Hearing Ofcr. 20	
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5	Regular Teacher 1,000 Special Teacher 1,210		Supv. 127 Admin. 100	Parent 50 Hearing Ofcr. 20	
	Use of Surrogate		5			Supv. 127 Admin. 100	Hearing Ofcr. 20	
	CHILD EVALUATION							
	Survey course on exceptional children, on the nature and needs of the handicapped.		P	Regular Teacher Special Teacher	Support Pers.			ETV-Credit Course
	Diagnostic Procedures		5	Regular Teacher 500 Special Teacher 1,205 P.E. Teacher 300 Voctnl. Ed. 50 Aide 250	Speech Path. 100 Psychometrist 100	Supv. 127 Admin. 100	Hearing Ofcr. 20	
	Nondiscriminatory Testing		5	Regular Teacher 500 Special Teacher 1,210		Supv. 127 Admin. 100	Hearing Ofcr. 20	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PLAN							
	IEP		5	Regular Teacher 500 Special Teacher 3,210 P.E. Teacher 300 Voc. Ed. 50 Aide 250	Psychometrist 100 Speech Path. 100	Supv. 127 Admin. 100	Parent 50 Hearing Ofcr. 20	
	Instructional Procedures		5	Regular Teacher 1,000 Special Teacher 1,210 P.E. Teacher 300 Voc. Ed. 50 Aide 250	Speech Path. 100 Psychometrist 100	Supv. 127 Admin. 100	Hearing Ofcr. 20	
	Education of Severe-Profoundly Handicapped o Rspnsblty. and function of teacher and paraprofessional o Theoretical background of handicapped conditions o Curriculum adaptation o Physical care o Parent contact skills and programming o Developmental areas - motor, language, physical o Use of physical therapy		P	Teacher of Severe-Profound 250 Paraprofessional 250				IHE, SEA LEA, Other
	EDUCATIONAL PLACEMENT							
	Least Restrictive Environment		5	Regular Teacher 1,000 Special Teacher 210	Psychometrist 100	Supv. 127 Admin. 100	Parent 50 Hearing Ofcr. 20	
	Physical Care		5	Aides 250				

PRIORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	PROCEDURAL SAFEGUARDS							
	o Provide Procedural Safeguards	N/O						
	o Use Non-Discriminatory Tests and Materials							
	o Observe Confidentiality							
	o Use Native Language and Mode of Communication							
	o Conduct Hearings							
	Due Process		5	Regular Teacher 300 Special Teacher 200 Voc. Ed. 160	Psychologist 32 Medical Pers. 100 Child Study Team 253	Admin. 400 School Bd. 100	State Bd. of Ed. 9 State Legsltr. 60 Dept. of Health and Social Services Parent 1,000 Hearing Ofcr. 5 Reg. Native Assoc. 12 Teacher Trainers 15 Clerical Pers. 500	
	CHILD EVALUATION							
	Goal - Initial Identification	N/O						
	Conduct Child Find Activities							
	Operate Referral Procedures							

Review of Annual Program Plans 1977-78: Alaska (AK)

PRIORITY	AREAS Content Stated in Plans	STATUS Need	Plan	TARGET POPULATION Instruction	Support	Administration	Other	RESOURCES
	Child Identification		5	Regular Teacher 300 Special Teacher 200	Medical Pers. 100 Child Study Team 253	Admin. 400 School Bd. 100	Hearing Ofcr. 5 Reg. Native Assoc. 12 State Bd. of Ed. 9 State Legsltr. 60 Dept. of Health and Social Serv. 30	
	Goal - Educational Evaluation Perform Diagnostic Evaluations Perform Educational Assessment Provide Due Process Rights							
	Educational Evaluation		5	Regular Teacher 300 Special Teacher 200 Aide 100	Psychologist 32 Medical Pers. 100 Child Study Team 253	Admin. 400 School Bd. 100	Hearing Ofcr. 5 Reg. Native Assoc. 12 Teacher Trainer 15 State Bd. 9 State Legsltr. 60 Dept. of Health and Social Serv. 30	
	INDIVIDUALIZED EDUCATION PLAN Goal - Educational Programs o Determine Eligibility o Write Individualized Educa-Program	N/O						

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PLAN (Cont'd.) o Select Most Appropriate Placement o Conduct Periodic Reviews o Obtain Parent Permission o Documentation	N/O						
	Education Programs		5	Voc. Ed. 160 Regular Teacher 300 Special Teacher 200 Aide 100 P.E. Teacher 21	Psychologist 32 Child Study Team 253	Admin. 400 School Bd. 100	Dept. of Health and Social Serv. 30 State Lgsltr. 60 Parent 1,000 Hearing Ofcr. 5 Reg. Native Assoc. 12 Teacher Trainer 15 State Bd. 9	
	Goal - Appropriate Instruction o Develop Instructional Competencies o Develop Curriculum and Instructional Programs o Utilize Instructional Materials and Equipment o Evaluate Pupil Progress	N/O						

Review of Annual Program Plans 1977-78:

CEC Training Project

ALASKA

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Appropriate Instruction		5	Regular Teacher 500 Special Teacher 200 Aide P.E. Teacher 21 Voc. Ed.	Psychologist 32 Child Study Team 253	Admin. 400 School Bd. 100	Parent 1,000 Hearing Ofcr. 5 Reg. Native Assoc. 12 Teacher Trainer 15 State Bd. 9 State Legsltr. 60	
	EDUCATIONAL PLACEMENT Observe Least Restrictive Placement Requirement	N/O						

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Implementing P.L. 94-142		5					
	Priorities -- Served, Unserved		5					
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5					
	Use of Surrogates		5					
	CHILD EVALUATION							
	Diagnostic Procedures		5					
	Nondiscriminatory Testing		5					
	INDIVIDUALIZED EDUCATION PROGRAM							
	IEP		5					
	Staffing/Case Management		5					
	Instructional Procedures		5					
	EDUCATIONAL PLACEMENT							
	Least Restrictive Environment		5					

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	MANAGEMENT AND EVALUATION							
	Program Evaluation		5					
	OTHER							
	Priority Personnel		5	Regular Teacher 3,000	Psychologist 100	Admin. 800	Parent 1,000	
				Special Teacher 1,000	Hospital Staff 100	Supv. 200	Volunteer 300	
				Aide 200	Rec. Thrpst. 50		Hearing Ofcr. 100	
				P.E. Teacher 200	Psychometrist 300		Surrogate 50	
				Voc. Ed. 100				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Administrative and management areas essential to implement P.L. 94-142.	N		LEA teams to train others.				Child Service Demonstration Center System who serve high incidence groups.
	PROCEDURAL SAFEGUARDS Procedural Safeguards o Due process o Confidentiality o Surrogate parents		P	Special Teacher Preschool Pers.	Psychologist Ancillary Pers. Physical Thrpst. O.T. Medical Pers.	Admin.	Parent Surrogate Hearing Ofcr. Volunteer	
	Parent Involvement o Rights and how to implement them.		P	Special Teacher Regular Teacher	Psychologist Ancillary Pers. Physical Thrpst. O.T. Medical Pers.	Admin.	Parent Surrogate Volunteer	
	CHILD EVALUATION Culturally Appropriate Assessment	N	P	Special Teacher	Psychologist Ancillary Pers. Physical Thrpst. O.T.	Admin.	Hearing Ofcr.	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PROGRAM IEP development for high incidence groups.	N	P	Lea teams to train others.				Child Service Demonstration Center System.
	Development of IEP for early education.	N		Parents and professionals in health care will be recognized as important team members.				
	Early childhood education.		P	Special Teacher Preschool Pers.	Psychologist Ancillary Pers. Physical Thrpst. O.T. Medical Pers.	Admin.	Parent Surrogate Classified Pers. Volunteer	
	IEP development - general and operational level plans for severe-profound handicapped.		P	Teachers of severe-profound handicapped.				
	Learning handicapped.		P	Special Teacher Regular Teacher Voc./Career Pers.	Psychologist Ancillary Pers. Medical Pers.	Admin.	Parent Surrogate Hearing Ofcr. Classified Pers. Volunteer	
	Severely handicapped.		P	Special Teacher Regular Teacher Voc./Career Pers.	Psychologist Ancillary Pers. Physical Thrpst. O.T. Medical Pers.	Admin.	Parent Surrogate Hearing Ofcr. Classified Pers. Volunteer	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Regular education		P	Special Teacher Regular Teacher	Psychologist Ancillary Pers.	Admin.	Parent Surrogate Hearing Ofcr. Classified Pers.	
	Vocational and career education o Identify skills for employment. o Translate information to curriculum. o Develop IEP	N	P	Special Teacher Regular Teacher Voc./Career Pers. LEA Teams to Train Others.		Admin.	Parent Surrogate Classified Pers.	
	EDUCATIONAL PLACEMENT Least restrictive environment.	N	P					
	PERSONNEL DEVELOPMENT o Needs assessment - defining the process.	N		LEA Personnel				State Education Agency
	o Locating available training resources.	N		LEA Personnel				
	o Developing training strategies.	N		LEA Personnel				
	o Identifying priority recipients of training.	N		LEA Personnel				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PERSONNEL DEVELOPMENT (CONTD) o Scheduling	N		LEA Personnel				
	o Follow up	N		LEA Personnel				
	o Measuring effectiveness of training.	N		LEA Personnel				
	o Adapting training material to local needs.	N		LEA Personnel				
	OTHER Priority Personnel	N		Personnel serving low incidence groups and adjudicated juveniles in court schools.				

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Implementing P.L. 94-142		5	Regular Teacher 120 Special Teacher 825 P. E. Teacher 45 Voc. Ed. 45 Aide 45	Wk. Study Coord. 55 Rec. Thrpst. 20 O.T. 20 Speech Path. 55 Audiologist 20 Psychologist 45 Social Wkr. 45	Supv. 50 Admin. 275	Parent 150	
	Priorities		5	Special Teacher 825	Wk. Study Coord. 55 Speech Path. 55	Supv. 50 Admin. 275		
	PROCEDURAL SAFEGUARDS							
	Procedural safeguards, use of surrogates		5	Special Teacher 825	Wk. Study Coord. 55 Speech Path. 55	Supv. 50 Admin. 275	Parent 150	
	CHILD EVALUATION							
	Skills to develop and conduct a comprehensive and systematic assessment program	N						
	Diagnostic procedures		5	Regular Teacher 65 Special Teacher 520 Aide 45	Wk. Study Coord. 55 Speech Path. 55 Audiologist 20 Psychologist 45 Social Wkr. 45			
	Nondiscriminatory testing		5	Special Teacher 825	Wk. Study Coord. 55 Speech Path. 55 Audiologist 20 Psychologist 45	Supv. 50 Admin. 275		

Review of Annual Program Plans 1977-78: Colorado (CO)

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PROGRAM Skills for the development of individual programs for the severely handicapped for whom no appropriate program is provided. Severely handicapped students in the following classifications have been identified as needing individual programs: o significant identifiable emotional or behavioral disorders o deaf-blind o autistic and autistic-like children o multiple handicaps	N						
	Techniques to deal with affective concerns of students and parents. Specific needs include training in the following o prescriptive teaching techniques o classroom management skills in behavior management and materials organization and retrieval systems o techniques for teaching independent living skills	N						

PRI-ORIT	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Inservice training for personnel to provide early childhood special education programs.	N						
	IEP		5	Regular Teacher 120 Special Teacher 825	Wk. Study Coord. 55 Speech Path. 55	Supv. 50 Admin. 275		
	Instructional procedures		5	Regular Teacher 60 Special Teacher 625 Aide 45	Wk. Study Coord. 55 Speech Path. 55	Supv. 50 Admin. 45	Parent 45 Volunteer 35	
	EDUCATIONAL PLACEMENT Skills to effect coordination of interdisciplinary activities, i.e., counseling (home, academic), vocational education (career, academic), and home-school activities	N						
	Least restrictive environment		5	Special Teacher 825	Wk. Study Coord. 55 Speech Path. 55 Psychologist 45 Social Wkr. 45	Supv. 55 Admin. 275	Parent 150	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
10	Priorities	N	5	Regular Teacher 100 Special Teacher 225 P.E. Teacher 25 Voc. Ed. 50 Aide 25	Wk. Study Coord. 10 Rec. Thrpst. 20 O.T. 20 Speech Path. 100 Audiologist 35 Psychometrist 25 Psychologist 20 Social Wkr. 10	Supv. 15 Admin. 200	Parent 100 Surrogate 25 Volunteer 25 Hearing Ofcr. 10	
	Implementing P.L. 94-142		5	Regular Teacher 500 Special Teacher 950 P.E. Teacher 150 Voc. Ed. 150 Aide 50	Wk. Study Coord. 15 Rec. Thrpst. 30 O.T. 30 Speech Path. 300 Audiologist 75 Psychometrist 50 Psychologist 35 Social Wkr. 50	Supv. 25 Admin. 200	Parent 300 Surrogate 25 Volunteer 25 Hearing Ofcr. 10	
	PROCEDURAL SAFEGUARDS							
9	Procedural Safeguards	N	5	Regular Teacher 300 Special Teacher 550 P.E. Teacher 50 Voc. Ed. 100 Aide 25	Wk. Study Coord. 10 Rec. Thrpst. 20 O.T. 20 Speech Path. 100 Audiologist 35 Psychometrist 50 Psychologist 35 Social Wkr. 25	Supv. 15 Admin. 200	Parent 300 Surrogate 25 Volunteer 25 Hearing Ofcr. 10	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
11	Use of Surrogate Parents	N	5	Regular Teacher 100 Special Teacher 225 P.E. Teacher 25 Voc. Ed. 50 Aide 25	Wk. Study Coord. 10 Rec. Thrpst. 20 O.T. 20 Speech Path. 100 Audiologist 35 Psychometrist 50 Psychologist 35 Social Wkr. 10	Supv. 15 Admin. 75	Parent 100 Surrogate 25 Volunteer 25 Hearing Ofcr. 10	
8	Due Process Hearings	N						
	CHILD EVALUATION							
5	Screening Instruments and Processes	N						
4	Utilization of Informal Evaluations	N						
	Diagnostic Procedures		5	Regular Teacher 100 Special Teacher 785 P.E. Teacher 25 Voc. Ed. 150 Aide 50	Wk. Study Coord. 15 Rec. Thrpst. 30 O.T. 30 Speech Path. 300 Audiologist 25 Psychometrist 50 Psychologist 35 Social Wkr. 25	Supv. 25 Admin. 100	Parent 100 Surrogate 25 Volunteer 25 Hearing Ofcr. 10	
2	Nondiscriminatory Testing Processes	N	5	Regular Teacher 100 Special Teacher 425 P.E. Teacher 25 Voc. Ed. 50 Aide	Wk. Study Coord. 10 Rec. Thrpst. 20 O.T. 20 Speech Path. 100 Audiologist 35 Psychometrist 50 Psychologist 35 Social Wkr. 10	Supv. 15 Admin. 100	Parent 100 Surrogate 25 Volunteer 25 Hearing Ofcr. 10	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PLAN							
1	Development of Individualized Education Programs	N	5	Regular Teacher 300 Special Teacher 950 P.E. Teacher 50 Voc. Ed. 100 Aide 25	Wk. Study Coord. 10 Rec. Thrpst. 20 O.T. 20 Speech Path. 300 Audiologist 75 Psychometrist 50 Psychologist 35 Social Wkr. 25	Supv. 15 Admin. 200	Parent 300 Surrogate 25 Volunteer 25 Hearing Ofcr. 10	
3	Utilization of Proper Materials (commercial and teacher-made) in Implementing Individualized Education Programs	N						
6	Vocational Education Program Modification	N						
	Instructional Procedures		5	Regular Teacher 500 Special Teacher 750 P.E. Teacher 150 Voc. Ed. 150 Aide 50	Wk. Study Coord. 15 Rec. Thrpst. 30 O.T. 30 Speech Path. 300 Audiologist 75 Psychometrist 50 Psychologist 35 Social Wkr. 25	Supv. 15 Admin. 100	Parent 100 Surrogate 25 Volunteer 25 Hearing Ofcr. 10	

PRIORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	EDUCATIONAL PLACEMENT							
	Least Restrictive Environment	N	5	Regular Teacher 300 Special Teacher 550 P.E. Teacher 50 Voc. Ed. 100 Aide 25	Wk. Study Coord. 10 Rec. Thrpst. 20 O.T. 20 Speech Path. 100 Audiologist 35 Psychometrist 50 Psychologist 35 Social Wkr. 25	Supv. 15 Admin. 200	Parent 300 Surrogate 25 Volunteer 25 Hearing Ofcr. 10	
	OTHER							
	Priority Personnel	N		Regular Teacher Voc. Ed. Special Education Instructional Pers.: Behavior Disorders, Specific Lrng. Disabilities, Hospital-Homebound, Other Health Impaired, Orthopedically Handicapped (crippled), Speech Impaired, Deaf, Trainable Mentally Retarded, Visually Handicapped. Paraprofessional Aide Clerical Staff Parent Community	P.T. Rec. Thrpst. O.T. Guidance Counselor Visiting Teacher/ School Social Wkr. Psychologist	General Education Admin. (principals) Special Ed. Admin.		

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Implement 94-142		5	Regular Teacher 90 Special Teacher 345 P.E. Teacher 20 Voctnl. Ed. 90	Wk. Study Crdntr. 30 Occptnl. Thrpst. 20 Speech Pathlgst. 400 Audiolgst. 70 Psychologist 200 Social Wkr. 20	Supv. 100 Admin. 200	Parent 200 Hearing Ofcr. 10 Other 60	
	Priorities		5	Regular Teacher 100 Special Teacher 600 P.E. Teacher 30 Voctnl. Ed. 80	Wk. Study Crdntr. 30 Occptnl. Thrpst. 20 Speech Pathlgst. 400 Audiolgst. 50 Psychologist 175 Social Wkr. 40	Supv. 100 Admin. 200	Parent 300 Hearing Ofcr. 10 Other 60	
	Special Education Trends		5			Admin. 1,600		
	PROCEDURAL SAFEGUARDS Procedural Safeguards		5	Regular Teacher 100 Special Teacher 620 P.E. Teacher 30 Voctnl. Ed. 80	Wk. Study Crdntr. 30 Occptnl. Thrpst. 20 Speech Pathlgst. 400 Audiolgst. 50 Psychologist 175 Social Wkr. 40	Supv. 100 Admin. 200	Parent 300 Hearing Ofcr. 10 Other 60	
	Use of Surrogate		5			Supv. 50 Admin. 200	Surrogate 100 Hearing Ofcr. 10 Other 40	
	CHILD EVALUATION Diagnostic Procedures		5	Special Teacher 63 Voctnl. Ed. 20	Wk. Study Crdntr. 20 Occptnl. Thrpst. 30 Speech Pathlgst. 200 Audiolgst. 62 Psychologist 145 Social Wkr. 20	Supv. 12	Parent 30	

Review of State Plan 1977-78 : Iowa (IA)

CEC Training Project

PRIORITY	AREAS Content Stated in Plans	STATUS Need	Plan	TARGET POPULATION Instruction	Support	Administration	Other	RESOURCES
	Nondiscriminatory Testing		5	Regular Teacher 100 Special Teacher 610	Wk. Study Crdntr. 30 Occptnl. Thrpst. 20 Speech Pathlgst. 200 Audiolgst. 50 Psychologist 175 Social Wkr. 40	Supv. 100 Admin. 200	Parent 300 Hearing Ofcr. 10	
	INDIVIDUALIZED EDUCATION PROGRAM							
	IEP		5	Regular Teacher 75 Special Teacher 485 P.E. Teacher 30 Voctnl. Ed. 45	Wk. Study Crdntr. 20 Occptnl. Thrpst. 20 Speech Pathlgst. 400 Audiolgst. 60 Psychologist 50 Social Wkr. 40	Supv. 5 Admin. 120	Parent 300 Hearing Ofcr. 10 Other 70	
	Instructional Procedures		5	Special Teacher 537 P.E. Teacher 25 Voctnl. Ed. 80 Aide 75	Wk. Study Crdntr. 35 Speech Pathlgst. 200 Psychologist 15 Social Wkr. 15	Supv. 90 Admin. 40	Parent 20 Other 19	
	Visually Impaired Summer Program		5	Special Teacher 19		Admin. 9		
	Special Education Materials		5	Regular Teacher 75 Special Teacher 85				
	Improving professional competency of personnel now serving handicapped children in schools by upgrading and updating skills.	N		Instructional Prsnl.	Support Prsnl.			Statewide program of inservice training.

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Investigating and testing new instructional approaches and teaching techniaues which might be more educationally appropriate to serve the unique needs of handicapped children.	N		Instructional Prsnl.	Support Prsnl.			
	Investigating curriculum changes or modification in order that educational experiences of handicapped will be more relevant to their needs.	N		Instructional Prsnl.	Support Prsnl.			
	Develop and utilize special materials, media and equipment to increase and accelerate attainments of handicapped children.	N						
	EDUCATIONAL PLACEMENT Least Restrictive Environment		5	Regular Teacher 100 Special Teacher 665 P.E. Teacher 30 Voctnl. Ed. 80	Wk. Study Crdntr. 30 Occptnl. Thrpst. 20 Speech Pathlgst. 200 Audiolgst. 50 Psychologist 175 Social Wkr. 40	Supv. 120 Admin. 200	Parent 300 Other 70	
	Provide regular educators with information relating to special educational needs of handicapped to promote a greater degree of understanding, awareness, responsibility & involvement in education of handicapped.	N						

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Implementing P.L. 94-142		5			Admin. 300		
	Principals' role in implementing state and Federal mandates.		P			LEA Principals 300		SEA
	CHILD EVALUATION Screening and evaluation of preschool handicapped.		P				Interagency personnel from Public Health, Social Services, LEA 100	SEA, IHE
	State hearing screening workshops.		P	Paraprofessional	Nurses Speech Clinician Audiologist			SEA, Dept. of Health and Environment
	Identification of talented handicapped.		P	Special Teacher	Support Pers.	Admin.		SEA, IHE
	Assessment, diagnosis programming for severe-profound handicapped.		P	Teacher Paraprofessional				SEA, IHE

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Diagnostic Procedures		5	Aide 100	Social Wkr. 10 Psychologist 60 O.T. 10 Speech Path. 110 Audiologist 15		Other 120	
	Nondiscriminatory Testing		P 5		Psychologist 50	Supv. 20	IHE Faculty	SEA, IHE
	INDIVIDUALIZED EDUCATION PLAN Program change and individualization through process systems approach.		P	LEA Teachers, Community Facility Personnel		M.R. Teacher Supv. LEA Supv.		SEA
	IEP		5	Special Teacher 225		Supv. 20		
	Instructional Procedures		5	Regular Teacher 75 Special Teacher 150 Aide 100	O.T. 10 Speech Path. 10 Psychologist 10 Social Wkr. 10		Other 10	
	Materials and techniques for severe-profound handicapped.		P		Support Staff 50			SEA, IHE
	Vocational skills for visually impaired.		5	Special Teacher 20	Wk. Study Coord. 10 Psychologist 10	Admin. 10	Other 35	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESO
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Prevocational and vocational skills for visually impaired.		P	Teacher	Psychologist Counselor	Admin		SEA
	Instructional procedures for deaf-blind.		5	Teacher Aide				SEA
	EDUCATIONAL PLACEMENT							
	Service models for multiply and severely handicapped.		P 5			LEA Special Ed. Admin. 50		SEA
	Deinstitutionalization procedures and problems.		P			LEA Admin. 50		SEA
	Role of the paraprofessional		P 5	Paraprofessional 600		Supv. 34		SEA
	Least restrictive environment.		5			Admin. 50		

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Priorities		5	Special Teacher 240 P.E. Teacher 60		Supv. 25		
	CHILD EVALUATION							
3	Diagnosing, assessing, monitoring and evaluating learner behaviors.	N						
	INDIVIDUALIZED EDUCATION PROGRAM							
2	Classroom management and instruction.	N						
6	Planning for instruction.	N						
5	Facilitating and implementing instruction.	N						
	IEP		5	Special Teacher 90				
	Early Childhood		5	Regular Teacher 10 Special Teacher 10	Psychometrist 30 Psychologist 5	Admin. 75		
	Vocational training - career education		5	Regular Teacher 20 Special Teacher 20				

Review of Annual Program Plans 1977-78: Connecticut (CT)

PRI-ORITY	AREAS Content Stated in Plans	STATUS Need	STATUS Plan	TARGET POPULATION Instruction	TARGET POPULATION Support	TARGET POPULATION Administration	TARGET POPULATION Other	RESOURCES
	SERVICE COORDINATION AND COMMUNICATION							
1	Building communication and interpersonal relationships.	N						
4	Working with colleagues and community.	N						

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Basics of P.L. 94-142	N					School/agency Secretary Noninstructional staff	
1	Regulations and implementation of o P.L. 94-142 o Section 504 o LEA plan and application development		P			LEA Administrator Program Supv.		SEA Workshop
2	P.L. 94-142 requirements, state administrative manual		P	Regular Teacher Special Teacher	Support Staff			
	Parent and child rights and responsibility under federal and state law and regulations		P				Parent	
	Implementing P.L. 94-142		5	Regular Teacher 150 Special Teacher 320 P. E. Teacher 65 Aide 20	Rec. Thrpst. 3 O.T. 5 Speech Path. 42 Audiologist 10 Psychometrist 15 Psychologist 15 Social Wkr. 15	Supv. 50 Admin. 150	Parent 80 Surrogate 50 Hearing Ofcr. 20 Secretary 50	
	Priorities		5	Regular Teacher 50 Special Teacher 254	Wk. Study Coord. 8 O.T. 10 Speech Path. 50 Audiologist 20 Psychometrist 20 Psychologist 18	Supv. 50 Admin. 170	Hearing Ofcr. 20	

PRIORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	PROCEDURAL SAFEGUARDS							
	Procedural safeguards		5	Regular Teacher 100 Special Teacher 220	Speech Path. 10 Psychometrist 15	Supv. 62 Admin. 150	Surrogate 50 Hearing Ofcr. 20 Other 10	
2	Parent involvement		P	Regular Teacher Special Teacher	Support Staff			
1	Due process hearing procedures		P			Admin.	Hearing Ofcr. 20	
1	Hearing Officer		P			Admin.		
1	Use of surrogate parent		P 5	Selected school and agency personnel. Special Teacher 30		Supv. 30 Admin. 150	Surrogate 50 Hearing Ofcr. 20	
1	Surrogate parent duties		P				Surrogate	
	Confidentiality of information and records	N					School/agency secretary Non-instructional staff	
	CHILD EVALUATION							
	Diagnostic and instructional procedures		P	Regular Teacher Special Teacher	Support Staff			
	Information on identification location,, evaluation of handicapped		P	Special Education Personnel				Mideast Educational Learning Resources Sys.

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Accepting referrals for appraisal and programming		P	Special Education personnel				Mideast Educational Learning Resources System
	Diagnostic procedures		5	Resource Teacher 50 Special Teacher 434 P. E. Teacher 50	Wk. Study Coord. 8 O.T. 10 Speech Path. 50 Audiologist 20 Psychometrist 20 Psychologist 18	Supv. 20 Admin. 20		
	Nondiscriminatory testing		5	Regular Teacher 50 Special Teacher 400	Wk. Study Coord. 8 O.T. 10 Speech Path. 50 Audiologist 20 Psychometrist 35 Psychologist 18	Supv. 40 Admin. 120	Surrogate 50 Hearing Ofcr. 20	
2	INDIVIDUALIZED EDUCATION PROGRAM IEP content and format		P 5	Regular Teacher 200 Special Teacher 714 P. E. Teacher 50 Voc. Ed. 25	Wk. Study Coord. 8 O.T. 10 Speech Path. 50 Audiologist 20 Psychometrist 35 Psychologist 18	Supv. 30 Admin. 170	Parent 62 Surrogate 50 Hearing Ofcr. 20	
	o Develop curriculum guides for programs of Dept. of Health and Social Services and of Dept. of Mental Health o Improve IEP	N						

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	o Improve criterion referenced and competency based behavior contingency systems.							
	Curriculum and instruction in physical education.		P	Special Teacher P. E. Teacher	Rec. Thrpst.			
	Develop IEP for vocational education for handicapped to coordinate services of regular and vocational education programs in state.		P	Special Teacher Voc. Ed.	Wk. Study Coord.			
	Loans, demonstrations and consultation on instructional materials.		P	Special education personnel				
	Subject structure and nature objectives, time, accuracy, structure, comments, scope, and sequence and possible problems.	N	6B 6D	Teachers in identified low achieving schools				
	Understanding of special characteristics of students to be taught - verbal student response, entering skill level, use of written work, teachers oral and written vocabulary, grouping for instruction, adjusting level of questions, instructing at appropriate levels of difficulty.	N	6B 6D	Teachers in identified low achieving schools				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Classroom Management		5	Special Teacher 30				
	Instructional Procedures		5	Regular Teacher 216 Special Teacher 561 P.E. Teacher 65 Voc. Ed. 25 Aide 20	Rec. Thrpst. 3 O.T. 10 Speech Path. 50 Audiologist 20 Psychometrist 35 Psychologist 18	Supv. 40 Admin. 20	Parent 50	
	EDUCATIONAL PLACEMENT							
	Least Restrictive Environment		5	Regular Teacher 100 Special Teacher 170	Psychometrist 15 Social Wkr. 15	Supv. 70 Admin. 150	Surrogate 50 Hearing Ofcr. 20	
	Services and Resources Available		P	Special Education Personnel				Mideast Ed. Lrng. Res. System
	Special Education Supervisors		5	Special Teacher 50	Speech Path. 10	Supv. 12 Admin. 13	School Secretaries 10	
	SERVICE COORDINATION AND COMMUNICATION							
	Parent Relations/Communications		5				School Secretaries 50	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Legal Requirements o IEP o Nondiscriminatory testing o Etc.	N		Cross-disciplinary Personnel				
	CHILD EVALUATION							
1	Assessment	N	P	Educational Assrs. 6 Good Start Teachers Educational Assess. Members 3 School Based 30 Regular Teacher 30				Workshop
	INDIVIDUALIZED EDUCATION PLAN							
1	Behavior Management	N	P	Learning Center Teacher 25 Secondary and Elementary				
	Behavior Modification		P	School Based 80 Regular Teacher Special Schools, Stns. & Center Teachers Learning Center Staff 10 Pre-school Teacher & Jr/Sr Learning Center Teachers 50 Special Schools 100 School Based				

Review of Annual Program Plans 1977-78: District of Columbia (DC)

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
1	Self-help skills for severely and mutilply handicapped students.	N	P	TMR Teacher and Aide 20 PMR Teacher, TMR Teacher and Aide 30				
	Perceptual Skills - assessment and skill development.	N	P	School-Based Teacher, Pre-School and Primary Teacher 80 School-Based, Learning Ctr, Regular, Primary and Pre-School 136				
	Learning Disabilities			Learning Ctr. Staff 10				
	Remediation of Specific Learning Disabilities.			School-Based and Learning Ctr. Teacher 50				
	Problems for Students with Behavior Disorders.			Mental Health Learning Ctr, Pre-School 20				
2	Career Education	N	P	TMR Teacher and Aide 23 Supv., Teachers Admin. 25				
	Prevocational Skills Development for Young Retarded		P	TMR Teacher and Aide 20				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Career Curriculum and Methods.		P	Jr. & Sr. School-Based Teachers, TMR Stns. 65 Hearing Impaired Physically Handicapped Morse Faculty				
3	Language Development	N						
	Process and Stages of Language Development Skills with Retarded Children.	P		TMR Stns. and Learning Ctr. Teacher 20				
	Human Growth Development and Language Development from Birth through Adolescence	P		School-Based, Pre-School Teacher 50				
	Teaching Sign Language using Visual Stimuli with the Hearing Impaired.		P	Grant School, Hearing Impaired Staff 20				
	Use of Auditory and Tactile Materials for Blind.		P	Visually Impaired Teacher and Aide 20				
	Planning for the Child with Special Needs in the Mainstreams		P	Parent, Aide, Good Start 60				
	Programming for Pre-School Children with Special Needs		P	School-Based, Kindergarten and Learning Ctr. Teacher 75				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Human Growth Development and Language Development from Birth through Adolescence		P	Pre-School, School-Based Teacher (elementary, city-wide)				
	Curriculum Development		P	School-Based Teacher 8 All State School Teachers represented by Program Comm. 15 TMR Stn. Teacher 50 Morse Teacher School-Based, Learning Ctr. Teacher 25				
	Organization, Materials and Methods			Good Start Teacher 6				
	How to Deal with Intra and Inter-Personal Relationships with Health Impaired (terminal) Children.			VIC Teacher 30				
	Effective Teaching Approaches for Teachers of the Handicapped.			City-wide Special Education Pers. 600 (Cross Regional), On-going in Cycles				
3	SERVICE COORDINATION AND COMMUNICATION Parent Counseling	N						

PRI-ORITY	AREAS Content Stated in Plans	STATUS Need	STATUS Plan	TARGET POPULATION Instruction	TARGET POPULATION Support	TARGET POPULATION Administration	TARGET POPULATION Other	RESOURCES
	MANAGEMENT AND EVALUATION							
	Leadership Training		P	Supv. 6 Assoc. Director 6 Assoc. Director, Supv., Special School, Admin., Asst. Director, Other 50				
	Learning Center Management	N						

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	CHILD EVALUATION		6B	Personnel providing diagnostic and evaluative services.				Florida Regional Diagnostic and Rsrc. System
	INDIVIDUALIZED EDUCATION PROGRAM							Florida Lrng. Rsrc System
	Identify, select, acquire and evaluate media and materials for IEP.		6B	LEA teachers				
	PERSONNEL DEVELOPMENT							Teachers Edctn. Centers
	Needs assessment, program development, resource provision and coordination and integrating training activities.							
	Assessment of needs		6B					Florida Lrng. Rsrc System
	OTHER							
	Target Populations		P			Supv. Admin. Project Mgr. Principal		Title VI-B

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Topics for Target Population: -Program Development -Curriculum -Methodology			Special Teacher Paraprofessional		Supv.	Volunteer	Title VI-B
	-Innovative Programs			Regular Teacher		Supv.		Title IV-C
	-Program for Profoundly Retarded			Paraprofessional Special Teacher of Severe-Profound				State grant program
	-Regional Deaf-Blind Contract			Tutor Companions District and Residntl. Teacher of Deaf-Blind				Title VI-C
	-State Supported Schools Project			Paraprofessional Residential Teacher				Title I, 89-313
				Voctnl. Ed. Teacher Working w/Handicapped.				Voctnl. Ed. Act
							D&R System Pers. FLRS Pers. Special Ed. and Related Pers.	SELRC Region 13
							SEA Special Ed. Staff	NASDSE

HAWAII

PRIORITY	AREAS Content Stated in Plans	STATUS Need	STATUS Plan	TARGET POPULATION Instruction	TARGET POPULATION Support	TARGET POPULATION Administration	TARGET POPULATION Other	RESOURCES
	PLANNING AND POLICY DEVELOPMENT							
	Priorities		5	Special Teacher 50	Speech Path. 33 Psychometrist 8 Social Wkr. 8	Supv. 6 Admin. 6	Other 20	
	Legal matters pertaining to special education.	N						
	Program standards and guidelines for special education and special services.		5 P	Special Teacher 574	Speech Path. 33 Psychometrist 55 Social Wkr. 30	Supv. 10 Admin. 230	Other 50	
	PROCEDURAL SAFEGUARDS							
	Procedural safeguards: due process, non-biased assessment.		P 5			Supv. 70 Admin. 230	Surrogate 20 Hearing Ofcr. 10	
	Use of surrogate		5			Supv. 70 Admin. 230		
	CHILD EVALUATION							
	Structure of intellect	N						
	Identification of SED children/youth		P	Personnel involved with SED students.				

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Mainstreaming - regular and special education classroom screening and remediation.	N						
	Special services - evaluation of secondary level students on language development.	N						
	Non-biased assessment: inservice training in the assessment of adaptive behavior.		P	Visiting Teacher	Social Wkr.			
	Non-biased assessment: inservice training in the assessment of the primary language of a limited English speaker.		P		Speech-hearing-language Specialist.			
	Inservice training in the assessment of language development of the student in upper elementary, intermediate or high school level.		P		Speech-hearing-language Specialist.			
	Non-biased assessment: follow-up training in non-biased assessment.		P		Psychometrist Social Wkr. Speech-hearing-language Specialist.			
	Assessment-programming	N						

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Diagnostic Procedures		5	Special Teacher 50	Speech Path. 33 Psychometrist 55 Social Wkr. 30	Supv. 10 Admin. 5	Other 40	
	Nondiscriminatory testing		5		Speech Path. 33 Psychometrist 55 Social Wkr. 30	Supv. 10	Other 40	
	INDIVIDUALIZED EDUCATION PROGRAM Delivery of individual program plans.	N	5	Special Teacher 576	Speech Path. 33 Psychometrist 55 Social Wkr. 30	Supv. 10 Admin. 74	Other 50	
	Inservice training of District Cadre in the final procedures for the development of Individualized Education Program (IEP) plans.		P	Special Teacher	Special Srvcs. Pers.	Admin.		
	Training in the development of Individualized Education Program (IEP) plans and in the Program Standards for Special Education and Special Services.		P				Personnel of agencies which provide Special Ed. or Special Srvcs. to DOE.	
	Medical input to help instructional programs.	N						
	Task analysis	N						

HAWAII

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Determining educational needs at the classroom level for individualized instructions.	N						
	Sex education	N						
	Gross and fine motor activities.	N						
	Science for mildly handicapped, "Me Now; Me and My Environment"		P	Teacher of mildly handicapped.				
	Utilization of test data.	N						
	Interpreting test scores to prescribe instructional programs.	N						
	Inservice training in language intervention strategies and materials for students with specific learning disabilities.		P	Teacher of children/ youth with SLD.				
	Signing	N		School personnel and parents.				
	Hearing impaired	N						

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Inservice training of teachers in programs for the deaf, including career and vocational education.		P	Teacher of Hearing Impaired				
	Materials, learning centers (multi-media centers).	N						
	Inservice training in management strategies for the SED student.		P	Personnel involved with SED students.				
	Inservice training in the maximizing of resources and the planning of appropriate programs for the SED.		P		Personnel involved with SED students.			
	Severely-profoundly handicapped.	N						
	A basic skills continuum workshop for teachers of the severly-multiply handicapped.		P	Teacher of the severly-multiply handicapped.				
	Emotionally handicapped - indepth sessions with Div. of Mental Health.	N						
	Preschool education	N						

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Developmental/infant stimulation, parent education, models of preschool identification, and services for moderately-severly handicapped and hearing impaired.		P 5	Special Teacher 12 Aide 5	Speech Path. 4 Psychometrist 4 Social Wkr. 4	Admin. 5 Supv. 3	Parent 3 Other 10	
	Instructional procedure		5	Special Teacher 85				
	EDUCATIONAL PLACEMENT							
	Mini-conference on mainstreaming of special education students.		P	Regular Teacher Special Teacher		Admin.		
	The role of the speech and hearing specialist in the continuum of services.		P		Speech and Hearing Specialists.			
	Training of paraprofessionals.	N						
	Agencies serving handicapped.	N						
	Least restrictive environment.		5	Regular Teacher 235 Special Teacher 574	Speech Path. 33 Psychometrist 55 Social Wkr. 30	Supv. 10 Admin. 160		

PRI-ORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	MANAGEMENT AND EVALUATION Project development/writing/evaluation.		P			Supv. 10		
	SERVICE COORDINATION AND COMMUNICATION Inter-personal relations.	N						
	Parent Counseling	N						

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Implementation of full services within school district.	N						
	Implementing 94-142		5	Regular Teacher 100 Special Teacher 600 P.E. Teacher 100 Voc. Ed. 20 Aide 50	Psychometrist 50 Psychologist 70	Supv. 50 Admin. 350	Parent 200 Surrogate 10 Hearing Ofcr. 5	
	Priorities		5	Special Teacher 600		Supv. 50 Admin. 350		
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5	Special Teacher 600		Supv. 50 Admin. 350	Parent 200	
	Use of Surrogate		5	Special Teacher 600		Supv. 50 Admin. 350	Surrogate 10 Hearing Ofcr. 5	
	Confidentiality Procedures	N						
	Parent Involvement	N						

Review of Annual Program Plans 1977-78: Idaho (ID) CEC Training Project

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	CHILD EVALUATION							
	Orientation to handicap conditions.		P	Regular Educators				SEA
	Diagnostic Procedures		5	Regular Teacher 40 Special Teacher 200 Aide 20	Psychometrist 40 Psychologist 20			
	Child Identification: o handicap conditions o child study team functions o mainstreaming	N						
	Educational assessment techniques as basis for IEP		P					SEA
	Protection in evaluation procedures as related to state requirements.	N						
	Nondiscriminatory Testing		5	Regular Teacher 600	Psychologist 70	Supv. 50 Admin. 350		
	INDIVIDUALIZED EDUCATION PROGRAM							
	IEP		5	Regular Teacher 100 Special Teacher 600		Supv. 50 Admin. 350		
	Develop and implement IEP.		6D	P.E. Teacher				

Review of Annual Program Plans 1977-78: Idaho (ID) CEC Training Project

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Skills to develop, implement, evaluate IEP.		6D	Special Teacher				
	Develop, implement, evaluate IEP for communication handicapped.		6D		Speech Path.			
	Develop and implement IEP.	N	P					
	Develop, implement, evaluate IEP for severe-profound handicapped.		6D	Special Teacher Aide	Ancillary Personnel			
	Instructional and implementation plans.		P					
	Systematic instruction methods.		P					
	Resources for secondary programs - local vocational opportunities, life skills.		P					
	Functions of the placement committee.		6D			LEA Admin.		
	Instructional procedures.		5	Regular Teacher 50 Special Teacher 300 Aide 50		Admin. 50	Parent 50 Volunteer 20	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	EDUCATIONAL PLACEMENT							
	Transportation for handicapped.		P					
	Least restrictive environment.		5	Special Teacher 600	Psychometrist 50	Supv. 50 Admin. 350	Parent 200	
	MANAGEMENT AND EVALUATION							
	Develop and maintain central and classroom records.		P					
	Due process form development and utilization.		P					

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Awareness of educational rights of handicapped children.		6D				Parent	
	To inform clientele of current rules and regulations.	N			Pupil Pers. Staff			
P	Implementation of P.L. 94-142.		5			Admin. 100		
	Right to appropriate education.		5			Admin. 2,500		
	Priorities		5			Admin. 100		
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5			Admin. 100	Hearing Ofcr. 150	
	Use of surrogates.		5				Surrogate 100	
	CHILD EVALUATION							
	Bilingual and bicultural special ed. student identification and academic assessment		6D	Teachers	Pupil Pers. Staff			

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Developmental norms for children and adolescents.	N				Special Ed. Supv.		
	Survey course in exceptional children.	N				Special Ed. Supv.		
	Assess, diagnose and program for severe - profound handicapped.		6D	Professionals Paraprofessionals				
	Informal assessment skills.	N				Special Ed. Supv.		
	Formal assessment skills.	N				Special Ed. Supv.		
	Diagnostic procedures		5		Psychologist 50 Psychometrist 100			
	Nondiscriminatory testing		5		Psychologist 50 Psychometrist 100			
	INDIVIDUAL EDUCATION PROGRAM IEP		6D	Special Teacher	Related Pers.		Trainer	SEA
	Awareness of IEP development and assessment for deaf and hearing impaired, visually impaired, severe-profound handicapped, orthopedically handicapped.		6D	Special Teacher				State Conference

Review of Annual Program Plans 1977-78: Illinois (IL) CEC Training Project

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Individual Education Programs		5	Regular Teacher 2,000 Special Teacher 2,000		Admin. 100 Supv. 100		
	Methods for evaluating pupil progress	N				Special Ed. Supv.		
	Instructional procedures		5	Special Teacher 270 Aide 80 Voc. Ed. 20		Admin. 10 Supv. 24	Hospital Staff 250	
	Teaching strategies and curriculum development for bilingual, bicultural special ed.		6D	Teacher	Pupil Pers. Staff			
	Career education, competencies and skills to conduct and coordinate vocational training for handicapped children.		6D	Voc. Ed. Secondary Special Ed. Teacher Teachers of visually impaired, hearing impaired, orthopedic impaired.				oInformatn. pack oTraining pack oTeachers Hndbook on Career Dev. for Chldrn. w/Special Needs: Grds K to 12.
	Basic classroom skills	N				Special Ed. Supv.		
	Curriculum planning and development.	N				Special Ed. Supv.		

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Special education teaching methods and materials.	N				Special Ed. Supv.		
	EDUCATIONAL PLACEMENT Awareness of mainstreaming models, least restrictive environment, legal requirements for placement.		6D					
	Appropriate services through public schools for preschool handicapped.		6D					
	Upgrade professional techniques and competencies.	N				Pupil Pers. Staff		
	Increase professional educators awareness of pupil personnel services.	N						
	Least restrictive alternative models.	N				Special Ed. Supv.		
	Least restrictive environment.		5			Admin. 100		

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	SERVICE COORDINATION AND COMMUNICATION							
	Work cooperatively and effectively to meet educational needs of deaf-blind.		6D	Residential Facility Pers. Teacher Paraprofessional		Admin.		
	Consultative skills	N		Special Ed. Pers.				
	Communication skills	N						
	PERSONNEL DEVELOPMENT							
	Providing effective training		5			Admin. 100		
	Professional growth and development, promoting inservice training activities		6D			LEA Admin.	Trainer Consumer Ofc. of Ed. Pers. College-Univ. Pers.	
	OTHER							
	Priority Personnel	N		Regular Teacher Special Teacher Paraprofessional		Regular Admin. Special Admin.	Surrogate Volunteer	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Implementation of P.L. 94-142.		6D		Sch. Psychologist	Principal Supv.		Workshop
	PROCEDURAL SAFEGUARDS Parent Rights		6D		Counselor Psychometrist Social Wkr.	Principal		Workshop
	Procedural Safeguards and Procedures	N						
	Procedural Safeguards		5	Special Teacher 725	Speech Path. 600 Psychometrist 200 Psychologist 50 Sch. Social Wkr. 50	Supv. 100 Admin. 100	Parent 2,000 Surrogate 75 Other 250	
	CHILD EVALUATION Identify and Refer Learning Disabled Students		6D	Junior and Senior High Regular Teachers				Workshop
	Emotionally Disturbed Children		6D	Elementary Regular Teachers	Psychologist Counselor Nurse			Workshop
	Learning Disabilities		6D	Teacher Aide Elementary Regular Teachers			Volunteer	Workshop

Review of Annual Program Plans 1977-78: Indiana (IN)

CEC Training Project

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Screening		6D	Preschool Teacher Kindergarten Teacher 1st Grade Teacher P.E. Teacher	Psychometrist			Workshop
	Screening of Gross Motor Disability		6D	Kindergarten Teacher P.E. Teacher O.T. Physical Thrpst.				Workshop
	Formal and Informal Assessment Procedures	N						
	Diagnostic Procedures		5	Special Teacher 80	Speech Path. 50 Psychometrist 100 Psychologist 25			
	Nonbiased Assessment	N						
	Nondiscriminatory Testing		6D		Psychologist School Nurse Speech-Language and Hearing Clinician			
	Nondiscriminatory Testing		5		Psychometrist 100 Psychologist 25	Supv. 25 Admin. 50	Surrogate	
	Nonbiased Assessment and Evaluation		P		Sch. Psychometrist Sch. Psychologist			

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PROGRAM							
	Developing IEP	N	6D	Elementary and Secondary Teachers Art Teachers Music Teachers		Principal		
	Developing IEP		5	Regular Teacher 250 Special Teacher 750 P.E. Teacher 100 Voc. Ed. 100	Wk. Study Coord. 35 Rec. Thrpst. 5 O.T. 15 Speech Path. 400 Psychometrist 100 Psychologist 25	Supv. 100 Admin. 100	Parent 500 Surrogate 75 Other 150	
	Case Conference Procedures, Annual Case Reviews		6D		Counselor Psychometrist Social Wkr.	Principal		Workshop
	Diagnostic/Prescriptive Teaching Tech.	N						
	Parents as Partners in Instruction	N						
	Curriculum Planning	N						
	Nonoral Communication for Severe-Profound Handicapped		P		Speech/Language/Hearing Clinician as Trainers 30			
	Communication (Oral/ Nonoral)	N						

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	EDUCATIONAL PLACEMENT							
	Alternate Delivery Systems		5	Special Teacher 35		Supv. 10 Admin 15		
	Mainstreaming Project - Least Restrictive Environment Plan and Implementation for EMR.		P	Special Teacher 15 Regular Teacher 15				Ball State SEA
	Mainstreaming		6D	Middle School Regular Teacher Home Ec. Teacher Industrial Arts Teacher	Counselor	Principal		Workshop
	Least Restrictive Environment	N	6D	Elementary and Secondary Regular Teacher Art Teacher Music Teacher		Principal		Workshop
	Least Restrictive Environment		5	Regular Teacher 500 Special Teacher 725	Psychometrist 100 Psychologist 25 Sch. Social Wkr. 50	Supv. 100 Admin. 100	Parent 500 Surrogate 75 Other 150	
	Dealing with Special Ed. Students		6D		School Bus Driver			Workshop
	MANAGEMENT AND EVALUATION							
	Planning, Implementing and Evaluating Programs for Preschool Handicapped.		P	Teachers of Preschool Handicapped 20				Valparaisoll SEA

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
6	PLANNING AND POLICY DEVELOPMENT Awareness of P.L. 94-142 Requirements	N					Nonspecial Educators School Bd.	
	Full Service Planning		P 6D			Admin. 362	Field Service Consultants to Become Trainers 18	SEA
	Priorities		5			Supv. 181 Admin. 181	Other 18	
	PROCEDURAL SAFEGUARDS Admissions and release committee and due process functions and procedures.		P			Superintendent 13 Principal 47 Supv. 15		6G Project Staff
	Procedural Safeguards		5			Supv. 15 Admin. 60	Hearing Ofcr. 30	
	Use of Surrogate		5			Admin. 181	Surrogate 181	
7	CHILD EVALUATION Awareness of Referral Procedures	N		Regular Teacher				

PRIORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	Referral procedures for child with LD or BD; Awareness of LD.		P	LEA Pers. Regular Teacher 861 Special Teacher 29		Principal 37	Parent, 100 and other interested citizens.	6G Project Staff
	Guidelines on identification, evaluation of LD.			LEA Participants 500				6G Project Staff
3	Dissiminate information on diagnostic tests, criterion reference measures and skill hierarchy.	N			Child Evaluators			
	Educational assessment and informal observation.		P 6D	Special Teacher Regular Teacher	Psychologist Counselor	Admin.	SEA Field Service Consultants as Trainers	
	Assessment to develop IEP - assessment instruments and procedures.		P	Special Teacher 300				SEA
	Diagnostic Procedures		5	Special Teacher 360	Psychometrist 322 Psychologist 40		Field Service Consultant 18	
	Nondiscriminatory Testing		5		Psychometrist 362		Field Service Consultants 18	
	INDIVIDUALIZED EDUCATION PLAN Severely Handicapped		5	Special Teacher 15				

Review of Annual Program Plans 1977-78: Kentucky (KY)

CEC Training Project

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
2	Develop and document IEP	N		Special Teacher 60				SEA
	Implement IEP	N		Regular Teacher 362 Special Teacher 362	Psychologist, Counselor 362	Admin. 362		SEA
	Implement IEP objectives in P.E.		P	P.E. Teacher 15				SEA
	Develop instructional programs based on IEP		P	Special Teacher 60				SEA
	IEP		5	Regular Teacher 362 Special Teacher 110 P.E. Teacher 15	Speech Path. 181 Psychometrist 7	Supv. 9		
	Understanding assessment information.		P			Principals and Supv. 150		
1	Awareness of roles and responsibility for assessment and referral committee members.	N				Admin. 75		SEA
	Learning Disabilities		5				Parent 100	
	Role in admissions and release committee process.		P	Regular Teacher 300				
	Role of counselor in admission and release committee process.		P		Guidance Counselor 40			

PRIORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	ARC Process		5	Regular Teacher 1,200	Psychometrist 40	Supv. 75		
	Instructional Procedures		5	Regular Teacher 362 Special Teacher 362			Field Service Consultants 18	
	EDUCATIONAL PLACEMENT Mainstreaming		6D				Field Service Consultants 18	
	Least Restrictive Environment		5				Hearing Ofcr. 30	
	MANAGEMENT AND EVALUATION							
4	Develop forms and procedures for IEP documentation, review, monitoring, and long-range planning.	N						
5	Develop forms and procedures for referrals and parental consent.	N						

PRIORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	PLANNING AND POLICY DEVELOPMENT							
	P.L. 94-142 implications and implementation	N	P			Administrator		
	Implementing P.L. 94-142		5	Regular Teacher 12,952 Special Teacher 2,739 P.E. Teacher 164 Voc. Ed. 292 Aide 1,696	Work Study Coord. 8 Rec. Thrpst. 4 O.T. 8 Speech Path. 494 Audiologist 4 Psychometrist 48 Psychologist 40 Social Wkr. 52	Supv. 296 Admin. 940	Parent 23,380 Surrogate 84 Volunteer 270 Hearing Ofcr. 16 Other 530	
	Priorities		5	Regular Teacher 7,392 Special Teacher P.E. Teacher 96 Voc Ed. 100 Aide 1,562	Work Study Coord. 4 O.T. 6 Speech Path. 420 Audiologist 4 Psychometrist 48 Psychologist 18 Social Wkr. 36	Supv. 156 Admin. 578	Parent 18,380 Surrogate 26 Volunteer 140 Hearing Ofcr. 16 Other 92	
	Rights of handicapped children		P					
	PROCEDURAL SAFEGUARDS							
	Procedural safeguards		5	Regular Teacher 7,752 Special Teacher 2,729 P.E. Teacher 76 Voc. Ed. 102 Aide 1,562	Work Study Coord. 8 Rec. Thrpst. 2 O.T. 6 Speech Path. 442 Audiologist 4 Psychometrist 48 Psychologist 56 Social Wkr. 34	Supv. 174 Admin. 794	Parent 24,680 Surrogate 54 Volunteer 140 Hearing Ofcr. 16	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Use of surrogates		5	Regular Teacher 6,110 Special Teacher 2,701 P. E. Teacher 76 Voc. Ed. 42 Aide 1,562	Wk. Study Coord. 4 O.T. 6 Speech Path. 448 Audiologist 4 Psychometrist 48 Psychologist 18 Social Wkr. 36	Supv. 152 Admin. 680	Parent 22,880 Surrogate 54 Volunteer 140 Hearing Ofcr. 16 Other 172	
	CHILD EVALUATION							
	Assessment		P	Regular Teacher				
	Diagnostic procedures		5	Regular Teacher 7,898 Special Teacher 2,649 P. E. Teacher 36 Voc. Ed. 36 Aide 1,242	Wk. Study Coord. 8 O.T. 2 Speech Path. 370 Audiologist 6 Psychometrist 50 Psychologist 36 Social Wkr. 54	Supv. 180 Admin. 158	Parent 16,630 Surrogate 26 Volunteer 150 Hearing Ofcr. 14 Other 82	
	Nondiscriminatory testing		5	Regular Teacher 7,592 Special Teacher 2,159 P. E. Teacher 36 Voc. Ed. 40 Aide 1,242	Wk. Study Coord. 4 O.T. 6 Speech Path. 442 Audiologist 4 Psychometrist 48 Psychologist 18 Social Wkr. 36	Supv. 156 Admin. 578	Parent 18,380 Surrogate 26 Volunteer 140 Hearing Ofcr. 16 Other 92	
	INDIVIDUALIZED EDUCATION PROGRAM							
	IEP	N	5	Regular Teacher 7,644 Special Teacher 2,355 P. E. Teacher 128 Voc. Ed. 162 Aide 1,744	Wk. Study Coord. 8 Rec. Thrpst. 2 O.T. 8 Speech Path. 438 Audiologist 4	Supv. 174 Admin. 791	Parent 24,680 Surrogate 34 Volunteer 140 Hearing Ofcr. 16 Other 202	

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	IEP (continued)				Psychometrist 48 Psychologist 34 Social Wkr. 50			

Review of Annual Program Plans 1977-78: Maine (ME)

CEC Training Project

PRI-ORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	PLANNING AND POLICY DEVELOPMENT							
	Implementing P.L. 94-142		5	Regular Teacher 700 Special Teacher 205 Voc. Ed. 25 Aide 100	Speech Path. 100	Supv. 75 Admin. 100	Parent 500 Volunteer 5 Hearing Ofcr. 10	
	Maine Law and Regulations		5	Aide 100 Voc. Ed. 100 Regular Teacher 500 Special Teacher 100 P.E. Teacher 25	Rec. Thrpst. 10 Speech Path. 150 Audiologist 10 Psychometrist 35 Psychologist 35		Parent 400 Surrogate 20	
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5	Regular Teacher 700 Special Teacher 205	Speech Path. 100		Hearing Ofcr. 10	
	Surrogate Use		5		Speech Path. 100		Surrogate 20 Hearing Ofcr. 10	
	CHILD EVALUATION							
	Diagnostic Procedures		5	Regular Teacher 350 Special Teacher 205				
	Nondiscriminatory Testing		5	Regular Teacher 700			Hearing Ofcr. 10	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PROGRAM							
	IEP		5	Regular Teacher 700 Special Teacher 205 Aide 100	Speech Path. 100		Hearing Ofcr. 10	
	Instructional Procedures		5	Regular Teacher 350 Special Teacher 205 Voc. Ed. 25 Aide 100	Wk. Study Coord. 5 Speech Path. 100			
	Resource Room Program Review		5	Special Teacher 70		Admin. 35		
	EDUCATIONAL PLACEMENT							
	Least Restrictive Environment		5	Regular Teacher 700 Special Teacher 205	Speech Path. 100		Hearing Ofcr. 10	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Implication of P.L. 94-142	N	P 5	Regular Teacher 2,292 Special Teacher 1,495 P.E. Teacher 68 Voc. Ed. 74 Aide 317	Wk. Study Coord. 22 Rec. Thrpst. 1 O.T. 9 Speech Path. 203 Audiologist 10 Psychometrist 37 Psychologist 65 Social Wkr. 18	Supv. 97 Admin. 564	Parent 1,345 Surrogate 13 Volunteer 75 Hearing Ofcr. 20 Other 1,036	
	Priorities		5	Regular Teacher 1,766 Special Teacher 439 P.E. Teacher 21 Voc. Ed. 77 Aide 82	Wk. Study Coord. 15 Rec. Thrpst. 1 O.T. 9 Speech Path. 81 Audiologist 9 Psychometrist 29 Psychologist 19 Social Wkr. 14	Supv. 57 Admin. 219	Parent 1,020 Surrogate 13 Volunteer 25 Hearing Ofcr. 10 Other 65	
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguard		5	Regular Teacher 2,064 Special Teacher 1,547 P.E. Teacher 42 Voc. Ed. 43 Aide 117	Wk. Study Coord. 18 Rec. Thrpst. 1 O.T. 9 Speech Path. 97 Audiologist 10 Psychometrist 56 Psychologist 31 Social Wkr. 14	Supv. 49 Admin. 319	Parent 2,185 Surrogate 13 Volunteer 75 Hearing Ofcr. 12 Other 26	

PRI-ORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	Use of Surrogate		5	Regular Teacher 1,266 Special Teacher 406 P.E. Teacher 1 Voctnl. Ed. 2 Aide 87	Wk. Study Crdntr. 15 Recrtn. Thrpst. 1 Occptnl. Thrpst. 9 Speech Pathlgst. 29 Audiolgst. 9 Psychometrist 54 Psychologist 24 Social Wkr. 19	Supv. 67 Admin. 214	Surrogate 13 Volunteer 25 Hearing Ofcr. 10 Other 15	
	CHILD EVALUATION Assessment and delivery of services to handicapped students in regular classes.	N						
	Diagnosis and assessment.		P					
	Diagnostic Procedures		5	Regular Teacher 849 Special Teacher 2,959 P.E. Teacher 98 Voctnl. Ed. 92 Aide 297	Wk. Study Crdntr. 102 Recrtn. Thrpst. 1 Occptnl. Thrpst. 39 Speech Pathlgst. 416 Audiolgst. 13 Psychometrist 35 Psychologist 55 Social Wkr. 16	Supv. 58 Admin. 250	Parent 85 Surrogate 13 Volunteer 75 Hearing Ofcr. 10 Other 35	
	Nondiscriminatory Testing		5	Regular Teacher 2,315 Special Teacher 1,430 P.E. Teacher 31 Voctnl. Ed. 40 Aide	Wk. Study Crdntr. 14 Recrtn. Thrpst. 1 Occptnl. Thrpst. 9 Speech Pathlgst. 56 Audiolgst. 9 Psychometrist 56 Psychologist 21 Social Wkr. 14	Supv. 68 Admin. 214	Parent 2,070 Surrogate 13 Volunteer 25 Hearing Ofcr. 10 Other 115	

PRIORITY	AREAS Content Stated in Plans	STATUS Need	STATUS Plan	TARGET POPULATION Instruction	TARGET POPULATION Support	TARGET POPULATION Administration	TARGET POPULATION Other	RESOURCES
	INDIVIDUALIZED EDUCATION PROGRAM							
1	Develop and implement IEP in special ed. programs.	N	P					
	IEP		5	Regular Teacher 2,779 Special Teacher 2,348 P.E. Teacher 74 Voc. Ed. 103 Aide 265	Wk. Study Coord. 23 Rec. Thrpst. 1 O.T. 15 Speech Path. 306 Audiologist 10 Psychometrist 60 Psychologist 27 Social Wkr. 14	Supv. 67 Admin.	Parent 1,185 Surrogate 13 Volunteer 75 Hearing Ofcr. 12 Other 69	
4	Programming in secondary education and vocational education for handicapped students in regular and special education.	N						
6	Effective programming for severe/multiply handicapped students.	N						
7	Methods for management of behavior.	N	P					
9	Methods for development of motor skills.	N						
	Functions of ARD committee.		P 5					

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Adapting the regular class program for children with special needs		P					
	Instructional strategies for special education programs		P					
	Instructional procedures		5	Regular Teacher 1,643 Special Teacher 2,341 P. E. Teacher 103 Voc. Ed. 142 Aide 687	Wk. Study Coord. 23 Rec. Thrpst. 1 O.T. 15 Speech Path. 389 Audiologist 12 Psychometrist 33 Psychologist 31 Social Wkr. 14	Supv. 58 Admin. 248	Parent 185 Surrogate 13 Volunteer 75 Hearing Ofcr. 12 Other 74	
	EDUCATIONAL PLACEMENT Least restrictive environment		5	Regular Teacher 5,259 Special Teacher 7,103 P. E. Teacher 72 Voc. Ed. 98 Aide 123	Wk. Study Coord. 19 Rec. Thrpst. 1 O.T. 9 Speech Path. 179 Audiologist 10 Psychometrist 31 Psychologist 25 Social Wkr. 14	Supv. 90 Admin. 437	Parent 2,185 Surrogate 13 Volunteer 75 Hearing Ofcr. 12 Other 121	
5	Strategies for transportation of handicapped students	N	5					
	Environmental technology		P					

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	MANAGEMENT AND EVALUATION							
8	Program evaluation for administrators, supervisors and program planners	N	P					
	SERVICE COORDINATION AND COMMUNICATION							
	Parent education training for professionals relative to educating parents	N	P					
	OTHER							
	Priority personnel		P	(2) Regular Teacher (3) Special Teacher of Moderate and Severe Handicapped in Public, Non-public Institutions (4) General Special Teacher	(5) Staff Providing Services Related to Education	(1) LEA Admin: o Superintendent o Asst. Superintendent o Supv. o Principal o Special Services Staff		

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Implementing P.L. 94-142, priorities		5	Regular Teacher 200 Special Teacher 260 P. E. 100 Voc. Ed. 200 Aide 20	Wk. Study Coord. 20 Rec. Thrpst. 50 O.T. 20 Speech Path. 20 Audiologist 30 Psychometrist 20 Psychologist 600 Social Wkr. 20	Supv. 100 Admin. 200	Parent 100 Surrogate 20 Volunteer 50 Hearing Ofcr. 20 Other 20	
	Awareness, readiness commitment regarding P.L. 94-142		P			Dir. of Special Ed. Superintendent		
	Implementing P.L. 94-142		P				Interm. Unit Personnel	
	PROCEDURAL SAFEGUARDS Procedural safeguards, use of surrogates		5	Regular Teacher 200 Special Teacher 260 P.E. 100 Voc. Ed. 200 Aide 20	Wk. Study Coord. 20 Rec. Thrpst. 50 O.T. 20 Speech Path. 20 Audiologist 30 Psychometrist 20 Psychologist 600 Social Wkr. 20	Supv. 100 Admin. 200	Parent 100 Surrogate 20 Volunteer 50 Hearing Ofcr. 20 Other 20	
	CHILD EVALUATION Diagnostic procedures, non-discriminatory testing		5	Regular Teacher 200 Special Teacher 260 P.E. 100 Voc. Ed. 200	Wk. Study Coord. 20 Rec. Thrpst. 50 O.T. 20 Speech Path. 20	Supv. 100 Admin. 200	Parent 100 Surrogate 20 Volunteer 50 Hearing Ofcr. 20	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Diagnostic procedures, non-discriminatory testing (continued)			Aide 20	Audiologist 30 Psychometrist 20 Psychologist 600 Social Wkr. 20	Supv. 100 Admin. 200	Parent 100 Surrogate 20 Volunteer 50 Hearing Ofcr. 20 Other 20	
	Inservice for all teachers on exceptional children	N						
	INDIVIDUALIZED EDUCATION PROGRAM							
	IEP, Instructional procedures		5	Regular Teacher 200 Special Teacher 260 P. E. 100 Voc. Ed. 200 Aide 20	Wk. Study Coord. 20 Rec. Thrpst. 50 O.T. 20 Speech Path. 20 Audiologist 30 Psychometrist 20 Psychologist 600 Social Wkr. 20	Supv. 100 Admin. 200	Parent 100 Surrogate 20 Volunteer 50 Hearing Ofcr. 20 Other 20	
	EDUCATIONAL PLACEMENT							
	Least restrictive environment		5	Regular Teacher 200 Special Teacher 260 P. E. 100 Voc. Ed. 200 Aide 20	Wk. Study Coord. 20 Rec. Thrpst. 50 O. T. 20 Speech Path. 20 Audiologist 30 Psychometrist 20 Psychologist 600 Social Wkr. 20	Supv. 100 Admin. 200	Parent 100 Surrogate 20 Volunteer 50 Hearing Ofcr. 20 Other 20	
	Mainstreaming handicapped children		P	Teacher				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PERSONNEL DEVELOPMENT							
	Develop, evaluate, field test, adopt training model		P	LEA Staff			Intermediate Unit Pers. Parent	
	Develop and evaluate training module and material		P				Intermediate Unit Pers.	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Implementing P.L. 94-142		5	Regular Teacher 5,000 P.E. Teacher 100 Voc. Ed. 100		Supv. 225 Admin. 400	Parent 100	
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5	Regular Teacher 5,000 Voc. Ed. 100			Parent 100	
2	Responsibilities of special and regular education personnel for due process procedures including how to document procedures.	N		Special and regular education personnel.				
	CHILD EVALUATION							
	Systems and strategies for identification of handicapped children.	N						
	Practices and procedures for assessing handicapped children.	N						
	Diagnostic Procedures		5	P.E. Teacher 100	Psychologist 50	Supv. 225		
	Nondiscriminatory Testing		5	Regular Teacher 5,000 P.E. Teacher 100 Voc. Ed. 100	Psychologist 50		Parent 100	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
1 3	INDIVIDUALIZED EDUCATION PROGRAM Writing IEP; measuring effectiveness of IEP on child's behavior including periodic review and follow up.	N	P	One regular classroom teacher from each special education cooperative. One special education teacher from each special education cooperative. All SLBP lead teachers. One support personnel from each special education cooperative. One principal from each special education cooperative. All speech coordinators All coordinators of programs for mentally retarded. All supervisors and itinerant teachers for visually impaired. All supervisors and itinerant teachers for hearing impaired. All supervisors and itinerant teachers for physically handicapped. All directors of special education. One parent of a handicapped child from each special education cooperative.			100 100 120 100 100 75 30 75 150 55 100 100	
	Certification of residential school teachers of visually handicapped and hearing impaired.		P	Public school and residential school teachers of hearing impaired and visually handicapped.				
	Assessing, programming and evaluating the progress of severely physically handicapped and trainable mentally retarded students.		P	20 speech clinicians who work with severely physically handicapped, multiple handicapped students. 30 speech clinicians who serve trainable mentally retarded students.				
	Inservice training programs for personnel who serve severely handicapped, low incidence student populations such as: austic-like children, visually impaired, physically handicapped, speech and language problems of the severely physically handicapped and/or trainable mentally retarded students.		P	120 administrators, teachers and parents in programs for autistic-like students.				

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Use of the Optacon in teaching blind persons to read.		P	Ten teachers who serve blind students.				
	IEP		5	Regular Teacher 5,000 Special Teacher 225 P.E. Teacher 100 Voc. Ed. 100	Psychologist 50	Supv. 225	Parent 100	
	Instructional Procedures		5	Regular Teacher 5,000 P.E. Teacher 100		Supv. 225		
	Media materials for low incidence handicapped.		P					Area Learning Resource Center - workshop.
	Planning in language development program on materials for handicapped.		P					Area Learning Resource Center - workshop.
	Precision language impaired children.		P					Area Learning Resource Center - information packet.
	Develop and disseminate teacher made materials.		P					Area Learning Resource Center -
	Information, on autistic children.		P	School Personnel			Parent	Videotapes

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Adaptive P.E. program and materials.		P					Area Learning Resourc Center - workshop.
	Behavior problems materials.		P					Area Learning Resourc Center - workshop.
	EDUCATIONAL PLACEMENT							
	Mainstreaming; models, techniques, skill for consultation with regular classroom teachers.	N	P	Regular Teacher Special Teacher		Regular Admin. Special Ed. Admin.		
	Least restrictive environment.		5	Regular Teacher 5,000 P.E. Teacher 100 Voc. Ed. 100			Parent 100	
	MANAGEMENT AND EVALUATION							
	Developing and writing the instruction and services subsystem of the Total Special Education System (TSES).	N						
	Evaluation of disability programs in a district or cooperative.	N						
	Developing and writing the child study subsystem of TSES.	N						

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	SERVICE COORDINATION AND COMMUNICATION Team Planning techniques and staffing procedures.	N						
	Information Referral Center		P					Regional Resource Center
	Public Information		P					Regional Resource Center

Review of Annual Program Plans 1977-78: Massachusetts (MA) CEC Training Project

PRIORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	PLANNING AND POLICY DEVELOPMENT							
3	Implementing P.L. 94-142		5	Regular Teacher 50 Special Teacher 112 P.E. Teacher 17 Voc. Ed. 30 Aide 9	Wk. Study Coord. 9 Rec. Thrpst. 8 O.T. 24 Speech Path. 32 Audiologist 3 Psychometrist 30 Psychologist 31 Social Wkr. 30	Supv. 27 Admin. 18	Parent 13 Surrogate 14 Volunteer 5 Hearing Ofcr. 29	
1	Priorities		5	Regular Teacher 55 Special Teacher 123 P.E. Teacher 19 Voc. Ed. 33 Aide 10	Wk. Study Coord. 10 Rec. Thrpst. 9 O.T. 26 Speech Path. 35 Psychometrist 33 Psychologist 34 Social Wkr. 33	Supv. 13 Admin. 20	Parent 15 Surrogate 15 Volunteer 6 Hearing Ofcr. 14	
	PROCEDURAL SAFEGYARDS							
8	Procedural Safeguards		5	Regular Teacher 7 Special Teacher 18 P.E. Teacher 2 Voc. Ed. 5 Aide 2	Wk. Study Coord. 1 Rec. Thrpst. 1 O.T. 4 Speech Path. 5 Audiologist 2 Psychometrist 5 Psychologist 5 Social Wkr. 5	Supv. 4 Admin. 3	Parent 3 Surrogate 4 Volunteer 1 Hearing Ofcr. 4	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
9	Use of Surrogates		5	Regular Teacher 6 Special Teacher 15 P.E. Teacher 2 Voc. Ed. 3 Aide 1	Wk. Study Coord. 1 Rec. Thrpst. 1 O.T. 3 Speech Path. 3 Audiologist 1 Psychometrist 3 Psychologist 4 Social Wkr. 3	Supv. 2 Admin. 2	Parent 3 Surrogate 4 Volunteer 1 Hearing Ofcr. 2	
	CHILD EVALUATION							
6	Diagnostic Procedure		5	Regular Teacher 11 Special Teacher 23 P.E. Teacher 4 Aide 2	Wk. Study Coord. 2 Rec. Thrpst. 2 O.T. 5 Speech Path. 7 Audiologist 2 Psychometrist 6 Psychologist 6 Social Wkr. 6	Supv. 4 Admin. 4	Parent 3 Surrogate 4 Volunteer 1 Hearing Ofcr. 5	
7	Nondiscriminatory Testing		5	Regular Teacher 17 Special Teacher 37 P.E. Teacher 6 Voc. Ed. 11 Aide 4	Wk. Study Coord. 3 Rec. Thrpst. 3 O.T. 8 Speech Path. 11 Audiologist 3 Psychometrist 11 Psychologist 12 Social Wkr. 12	Supv. 4 Admin. 6	Parent 5 Surrogate 6 Volunteer 2 Hearing Ofcr. 4	
	INDIVIDUALIZED EDUCATION PROGRAM							
5	Instructional Procedure		5	Regular Teacher 12 Special Teacher 27 P.E. Teacher 4 Voc. Ed. 2	Wk. Study Coord. 3 Rec. Thrpst. 2 O.T. 6 Speech Path. 8	Supv. 6 Admin. 5	Parent 3 Surrogate 3 Volunteer 1	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
5	Instructional Procedure (Cont'd.)		5		Audiologist 3 Psychometrist 8 Psychologist 9 Social Wkr. 8			
4	IEP		5	Regular Teacher 45 Special Teacher 102 P.E. Teacher 16 Voc. Ed. 27 Aide 8	Wk. Study Coord. 8 Rec. Thrpst. 8 O.T. 21 Speech Path. 29 Audiologist 8 Psychometrist 27 Psychologist 28 Social Wkr. 27	Supv. 23 Admin. 15	Parent 12 Surrogate 12 Volunteer 4 Hearing Ofcr. 26	
	EDUCATIONAL PLACEMENT							
2	Least Restrictive Environment		5	Regular Teacher 47 Special Teacher 106 P.E. Teacher 17 Voc. Ed. 29 Aide 8	Wk. Study Coord. 9 Rec. Thrpst. 8 O.T. 22 Speech Path. 30 Audiologist 9 Psychometrist 29 Psychologist 30 Social Wkr. 29	Supv. 27 Admin. 16	Parent 13 Surrogate 14 Volunteer 5 Hearing Ofcr. 28	
	OTHER							
	Priority Population		P	Generic Teacher of Children with Mild Special Needs Teacher of Children with Moderate Special Needs Instructor of Children with Severe Special Needs Early Childhood Special Education Teacher Vocational Education/Special Education Teacher Adapted Physical Education/Therapeutic Recreation Personnel				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	OTHER (Cont'd.)							
	Priority Population		P	Teacher of Children with Sensory Handicaps - Vision Speech Pathologist Special Education Paraprofessional Bilingual Special Education Personnel Special Education Administrator Occupational Therapist/Physical Therapist Regular Education/Special Education Consortium (Dean's Grant) Special Education Continuing Education for Higher Education Faculty (Project RETOOL)				

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	P.L. 94-142 and Implications		P	Regular Teacher		Public School Admin.		IHE
	P.L. 94-142 Implementation		P	Prevocational Orientation Teacher				Div. of Voc Ed - SEA.
	Priorities		5	Special Teacher 80				
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5	Voc. Ed. 30				
	Use of Surrogates		5	Voc. Ed. 30				
	CHILD EVALUATION							
	Survey of Exceptionalities	N		All Educators				
	Testing and Evaluation		P		Examiners		Regional Screening Teams	SEA
	Evaluation of the Handicapped		P		Examiners			IHE
	Identifying and Planning for the Learning Disabled Child in the Regular Classroom.		P	Regular Teacher				IHE

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Diagnostic Procedures		5		Psychometrist 39			
	Nondiscriminatory Testing		5		Psychometrist 39			
	INDIVIDUALIZED EDUCATION PROGRAM							
3	Individualized Programming	N						
	Individualized Programming, Least Restrictive Environment, Methods and Materials		P	All Educators				SEA
	IEP		5	Regular Teacher 216 Special Teacher 286 Voc. Ed. 30		Admin. 108		
	Diagnostic Prescriptive Teaching	N		Regular Teacher Special Teacher				
	Techniques in the Assessment and Remediation of L.D.		P	Teachers				IHE
	Assessment-based Curriculum Development for Severely Handicapped		P				North Mississipi Retardation Center	IHE
1	Teaching the Severely and Multiply Handicapped	N	P	Special Teacher				SEA

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Curriculum Activities and Procedures for the Handicapped		P	General Educators				IHE
	Motor Development Project		P	Special Ed. Teachers				IHE
	Meeting the Needs of Developmentally Young Children		P	Special Ed. Teachers				IHE
	Speech, Language, and Hearing Workshops		P	Head Start Teachers				IHE
	Preschool Handicapped Workshop		P	Special Ed. Head Start Teachers of Preschool Handicapped		Handicap Coordinators		
	Resource Room	N		Regular Teachers Special Ed. Teachers				
	Instructional Techniques	N		Regular Teachers				
	Classroom Management	N		Regular Teachers Special Ed. Teachers				
	Instructional Procedures		5	Regular Teacher 216 Special Teacher 286		Admin. 108		
	Controlling Outburst by Preventive Exercises		P	All Educators			Department of Mental Health	

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Behavior Modification		P	All Educators			Department of Mental Health	
	PET - TET		P	Teachers Personnel in Community-Based Prgms.			Parents Department of Mental Health	
	Parent Involvement	N		All Educators			Parents	
	Parenting Skills		P	Teachers			Parents Department of Mental Health	
	Evaluation Systems	N		Regular Teachers Special Ed. Teachers				
	Multilevel Instructions	N		Regular Teachers Special Ed. Teachers				
	P.E. and Recreation for the Handicapped	N						
2	EDUCATIONAL PLACEMENT Providing Education for Handicapped Children in Least Restrictive Environment.	N	P 5	Regular Teacher 216 Special Teacher 216 Voc. Ed. 30		Admin. 108		SEA
	Paraprofessional Training		P	Teacher Aides				IHE

PRI-ORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	SERVICE COORDINATION AND COMMUNICATION							
	Planning Coordinated Services for Hearing Impaired	N		All Educators				
	MANAGEMENT AND EVALUATION							
	Administration	N				Admin.		
	Supervision	N				Admin.		
	OTHER							
	Severely/Profoundly Handicapped	N		Teachers		Admin.		
	Priority Personnel	N		General Ed. Instructional Personnel Special Ed. Instructional Personnel		General Admin.		

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	No information available at time of review.							

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	MANAGEMENT AND EVALUATION							
P	Monitoring and Evaluating	N			Ancillary Staff			
P	Monitoring and Evaluating Special Education Programs	N			Ancillary Staff	Admin.		
	SERVICE COORDINATION AND COMMUNICATION							
P	Commmunication Skills	N		Teachers	Ancillary Staff			
P	Communicating with Parents	N		Teachers				
	OTHER							
	Priority Personnel	N		Early Childhood Education Personnel - Regular Educators, Special Educators, Support Personnel, Paraprofessionals				
		N		LEA Administrators				
		N		Regular Administrators, Classroom Teachers, P.E. Teachers and Vocational Education Teachers				

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
P	Techniques in Teaching Children with Physical Disabilities	N			Ancillary Staff			
P	Techniques of Classroom Management	N		Teachers		Admin.		
P	Behavior and Classroom Management	N		Teachers		Admin.		
P	Specialization at the Secondary Level	N			Ancillary Staff	Admin.		
P	Selecting Appropriate Curriculum and Materials	N		Teachers	Ancillary Staff			
P	Developing Curriculum and Materials	N		Teachers	Ancillary Staff	Admin.		
P	Adapting Available Curriculum	N		Teachers	Ancillary Staff			
P	Early Childhood Education for the Handicapped	N		Special Educators Regular Educators Paraprofessionals	Ancillary Staff	Admin.		
	EDUCATIONAL PLACEMENT							
P	Mainstreaming/Role of Classroom and Resource Teachers			Teachers		Admin.		

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	CHILD EVALUATION							
P	Screening and Placement Procedures	N		Teachers		Admin.		
P	Assessment/Diagnosis	N		Teachers	Ancillary Staff	Admin.		
	INDIVIDUALIZED EDUCATION PROGRAM							
P	Writing and Monitoring Individualized Education Plans	N			Ancillary Staff	Admin.		
P	Team Approach to Program Planning and Placement	N				Admin.		
P	Individualizing Instructions	N		Teachers	Ancillary Staff	Admin.		
P	Specific Learning Disabilities	N		Teachers	Ancillary Staff	Admin.		
P	Techniques in Teaching Children with Emotional Disabilities	N		Teachers	Ancillary Staff	Admin.		
P	Techniques in Teaching Children with Learning Disabilities	N		Teachers	Ancillary Staff	Admin.		
P	Techniques in Teaching Children with Mental Disabilities	N		Teachers				

PRIORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	PLANNING AND POLICY DEVELOPMENT							
	Implementing P.L. 94-142.		5 E	Regular Teacher 300 Special Teacher 175 Aide 75	Wk. Study Coord. 15 Speech Path. 50 Psychologist 25	Admin. 275 Supv. 50	Parent 150 Volunteer 50	SEA
1	State Law and Implications	N						
	PROCEDURAL SAFEGUARDS							
	Parental Rights via the Law		E					Special Ed. Training Series-Module.
	Parent Inservice		5				Parent 200	
	CHILD EVALUATION							
2	Team Approach to Identification and Placement.	N						
5	Assessment/Diagnosis	N						
	Diagnostic Procedures/Instructional Procedures		5	Regular Teacher 500 Special Teacher 175	Speech Path. 50 Psychometrist 100			
	INDIVIDUALIZED EDUCATION PROGRAMS							
	IEP Requirements		E					

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
1	Selecting Curriculum	N						
1	Developing Curriculum	N		Regular Teacher				
1	Adapting Curriculum	N		Regular Teacher				
	Secondary Programming	N						
4	Organizing Classrooms for Instruction	N						
2	Techniques of Classroom Management	N		Regular Teacher				
2	Behavior and Classroom Management	N						
	EDUCATIONAL PLACEMENT							
1	Learning Disabilities for Regular Teachers with Mainstreamed Students	N		Regular Teacher				
1	Mainstreaming	N						
1	Learning Disabilities as Related to Mainstreaming	N		Regular Teacher				
1	Emotional Disturbance as Related to Mainstreaming	N		Regular Teacher				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
1	Mental Retardation as Related to Mainstreaming	N		Regular Teacher				
	MANAGEMENT AND EVALUATION							
3	Implement and Maintain Special Education Programs	N						
	SERVICE COORDINATION AND COORDINATION							
	Communication Skills	N		Regular Teacher				
1	Communicating with Parents							

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Procedures to assure teacher-administrator-trainee compliance with laws and regulations.		6D	Teachers in sparsely populated areas.		Administrators in sparsely populated areas.		
	PROCEDURAL SAFEGUARDS							
	Parent involvement programs and procedures for due process.		6D				Parents in sparsely populated rural areas.	SEA IHE
	INDIVIDUALIZED EDUCATION PROGRAMS							
	IEP Development		6D	Personnel in sparsely populated rural areas.				SEA, IHE, Conference Workshop Consultation.
	Parent involvement programs and procedures for all relevant phases of instruction.		6D				Parents in sparsely populated rural areas.	SEA LEA
	Instructional applications pertinent to early developmental cognitive and affective structure process and acquisition.		6D	Teachers of severe-profound preschoolers.				

PRIORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	Curricular methods and materials development and application for nondiscrimination in instruction for non-English speakers.		6D	Personnel in sparsely populated rural areas.				
	Prevocational, vocational programming for teachers of severe to moderate handicapped.		6D	Teachers of severe-profound handicapped.				
	EDUCATIONAL PLACEMENT							
	Least restrictive environment and the continuum.		6D	Personnel in sparsely populated rural areas.				
	OTHER							
	Special Ed. relevant content and procedures.		6D	Paraprofessionals				Community Colleges

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Priorities		5	Special Teacher 1,026	Psychometrist 92 Psychologist 35 Social Wkr. 96	Supv. 46 Admin. 5	Parent 1,530 Hearing Ofcr. 5 Other 159	
	Understanding Relevant Legislation	N		Special Education Personnel and Administrators.				
	State Education Law and Regulations		5	Regular Teacher 2,312 Special Teacher 1,026 P.E. Teacher 94 Voc. Ed. 144 Aide 1,329	Wk. Study Coord. 40 Rec. Thrpst. 23 O.T. 121 Speech Path. 164 Audiologist 6 Psychometrist 92 Psychologist 35 Social Wkr. 96	Supv. 46 Admin. 5	Parent 6,122 Surrogate 29 Volunteer 297 Hearing Ofcr. 5 Other 159	
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5	Regular Teacher 2,312 Special Teacher 1,026 P.E. Teacher 94 Voc. Ed. 144 Aide 1,329	Wk. Study Coord. 40 Rec. Thrpst. 23 O.T. 121 Speech Path. 164 Audiologist 6 Psychometrist 92 Psychologist 35 Social Wkr. 96	Supv. 46 Admin. 5	Parent 6,122 Surrogate 29 Hearing Ofcr. 5 Other 159	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Use of Surrogates		5	Special Teacher 1,026	Psychometrist 92 Psychologist 35 Social Wkr. 96	Supv. 46 Admin. 5	Parent 500 Surrogate 29 Hearing Ofcr. 5 Other 159	
	CHILD EVALUATION Understanding the educational requirements of the special needs child.	N		LEA Personnel		Admin.		
	Diagnostic Training		P					
	Diagnostic Procedures		5	Regular Teacher 2,312 Special Teacher 1,026 P.E. Teacher 94 Voc. Ed. 144	Wk. Study Coord. 40 O.T. 121 Speech Path. 164 Audiologist 6 Psychometrist 92 Psychologist 35 Social Wkr. 96	Supv. 46 Admin. 5	Parent 6,122 Surrogate 29 Volunteer 29 Other 159	
	Nondiscriminatory Testing		5	Regular Teacher 2,312 Special Teacher 1,026 P.E. Teacher 94 Voc. Ed. 144 Aide 1,329	Wk. Study Coord. 40 Rec. Thrpst. 23 O.T. 121 Speech Path. 164 Audiologist 6 Psychometrist 92 Psychologist 35 Social Wkr. 96	Supv. 46 Admin. 5	Parent 6,122 Surrogate 29 Hearing Ofcr. 5 Other 159	
	INDIVIDUALIZED EDUCATION PROGRAM The Prescriptive Process		P					

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Skills in Using the Prescriptive Process.	N		LEA Personnel				
	Vocational Education		P					
	Physical Education		P					
	Low Vision Aid		P					
	Skills in Diagnostic Teaching, Using Special Materials and Techniques.	N		LEA Personnel				
	Parent Training		P					
	Instructional Procedures		5	Regular Teacher 2,312 Special Teacher 1,026 P.E. Teacher 94 Voc. Ed. 144 Aide 1,329	Wk. Study Coord. 40 Rec. Thrpst. 23 O.T. 121 Speech Path. 164 Audiologist 6 Psychometrist 92 Psychologist 35	Supv. 46 Admin. 5	Parent 1,530 Surrogate 29 Volunteer 297 Hearing Ofcr. 5 Other 159	
	Individualized Education Programs		5	Regular Teacher 2,312 Special Teacher 1,026 P.E. Teacher 94 Voc. Ed. 144 Aide 1,329	Wk. Study Coord. 40 Rec. Thrpst. 23 O.T. 121 Speech Path. 164 Audiologist 6 Psychometrist 92 Psychologist 35 Social Wkr. 96	Supv. 46 Admin. 5	Parent 6,122 Surrogate 29 Volunteer 297 Hearing Ofcr. 5 Other 159	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	EDUCATIONAL PLACEMENT							
	Least Restrictive Environment		5	Regular Teacher 2,312 Special Teacher 1,026 P.E. Teacher 94 Voc. Ed. 144 Aide 1,329	Social Wkr. 96 Wk. Study Coord. 40 Rec. Thrpst. 23 O.T. 121 Speech Path. 164 Audiologist 6 Psychometrist 92 Psychologist 35	Supv. 46 Admin. 5	Parent 6,122 Surrogate 29 Hearing Ofcr. 5 Other 159	
	SERVICE COORDINATION AND COMMUNICATION							
	Consulting Skills	N		Special Education Personnel				
	Teaming Skills	N		Special Education Personnel				
	Understanding the Educational System Outside of Special Education.	N		Special Education Personnel				
	Communication Skills	N				Admin.		
	MANAGEMENT AND EVALUATION							
	Administration		P					
	Core Staff of System		P					
	LEA Members		P					
	Skill in Reordering Resources for Special Needs and Normal Children	N						

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Legal mandates to schools for handicapped children		P	Teacher	Child Study Team	Admin. Dir. of Special Serv.	Parent	Regional Child Study Team
	Interpreting rules and regulations		P	Teacher	Child Study Team	Admin Dir. of Special Serv.	Parent	Regional Child Study Team
	Legal mandates, i.e. P.L. 94-142, state laws		P					Pupil Personnel Services
	Implementation of P.L. 94-142		5	Regular Teacher 500 Special Teacher 2,253 P. E. 150 Voc. Ed. 62 Aide 25	Wk. Study Coord. 63 O.T. 29 Speech Path. 694 Audiologist 37 Psychologist 752 Social Wkr. 72	Supv. 200 Admin. 200	Parent 500 Surrogate 60 Hearing Ofcr. 30	
	Priorities		5	Regular Teacher 500 Special Teacher 1,200	Speech Path. 25 Psychologist 250 Social Wkr. 220	Supv. 200 Admin. 200	Parent 500 Surrogate 60 Hearing Ofcr. 30	
	PROCEDURAL SAFEGUARDS							
	Legal issues regarding rights of parents and children and child study team role		P					Learning Resource Center
	Parent training (rights)		P				Parent	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Procedural safeguards		5	Regular Teacher 500 Special Teacher 970 P.E. 30 Voc. Ed. 20 Aide 300	Wk. Study Coord. 40 O.T. 15 Speech Path. 50 Audiologist 20 Psychologist 300 Social Wkr. 300	Supv. 200 Admin. 200	Parent 500 Hearing Ofcr. 30	
	Use of surrogates		5	Regular Teacher 500 Special Teacher 1,070 P. E. 10 Voc. Ed. 10 Aide 10	Wk. Study Coord. 10 O.T. 10 Speech Path. 25 Psychologist 320 Social Wkr. 400	Supv. 200 Admin. 200	Parent 500 Surrogate 60 Hearing Ofcr. 30	
	CHILD EVALUATION Neurology and brain dysfunction		P					Learning Resource Center
	Cognitive development and assessment		P					Learning Resource Center
	Early childhood appraisal techniques		P					Learning Resource Center
	Learning disabilities for classroom teachers		P					Learning Resource Center
	Nondiscriminatory testing		P 5	Regular Teacher 500 Special Teacher 670 P.E. 10 Voc. Ed. 15	O.T. 29 Speech Path. 694 Psychologist 752 Social Wkr. 125	Supv. 200 Admin. 200	Parent 500 Surrogate 60 Hearing Ofcr. 30	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Educational and psychological assessment		P					
	Diagnostic procedures		5	Regular Teacher 500 Special Teacher 1,520 P.E. 150 Voc. Ed. 50	Wk. Study Coord. 63 O.T. 10 Speech Path. 300 Audiologist 10 Psychologist 752 Social Wkr. 724	Admin. 200	Parent 500 Hearing Ofcr. 30	
	INDIVIDUALIZED EDUCATION PROGRAM IEP		5	Regular Teacher 500 Special Teacher 5,690 P. E. 150 Voc. Ed. 62 Aide 342	Wk. Study Coord. 63 O.T. 29 Speech Path. 694 Audiologist 37 Psychologist 752 Social Wkr. 724	Supv. 200 Admin. 200	Parent 500 Hearing Ofcr. 30	
	Reality Therapy		P					Learning Resource Center
	Preschool (High/Scope Curriculum Training)		P					Learning Resource Center
	Improving teaching practices		P					Pupil Personnel Services
	Instructional procedures		5	Regular Teacher 500 Special Teacher 1,141 P. E. 50 Voc Ed. 50 Aide 300	Wk. Study Coord. 20 O.T. 10 Speech Path. 694 Audiologist 37	Admin. 200	Parent 500 Hearing Ofcr. 30	

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	EDUCATIONAL PLACEMENT Mainstreaming handicapped children		P	Teachers of elementary, secondary, regular, special, & vocational education				Institutions of Higher Education
	Least restrictive environment		5	Regular Teacher 500 Special Teacher 2,946 P.E. 150 Voc. Ed. 62 Aide 50	Wk. Study Coord. 63 O.T. 10 Speech Path. 694 Audiologist 20 Psychologist 752 Social Wkr. 724	Supv. 200 Admin. 200	Parent 500 Hearing Ofcr. 30	
	Understanding professional roles		P	Teacher	Child Study Team	Admin. Dir. of Special Serv.	Parent	Regional Child Study Team
	SERVICE COORDINATION AND COMMUNICATION Information dissemination		P	Teacher	Child Study Team	Admin. Dir. of Special Serv.	Parent	Regional Child Study Team
	Interdisciplinary communication		P					Learning Resource Center
	Information dissemination (health records, guidelines, policy statements)		P					Pupil Personnel Services
	OTHER Skill development		P	Teacher	Child Study Team	Admin. Dir. of Special Serv.	Parent	Regional Child Study Team

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Inservice for regular education		P	Teacher	Child Study Team	Admin. Dir. of Special Serv.	Parent	Regional Child Study Team

PRIORITY	AREAS Content Stated in Plans	STATUS Need	STATUS Plan	TARGET POPULATION Instruction	TARGET POPULATION Support	TARGET POPULATION Administration	TARGET POPULATION Other	RESOURCES
	PLANNING AND POLICY DEVELOPMENT							
	Information and skills necessary to develop programs to meet Federal and state requirements for education of handicapped children.	0				Special Ed. Dir. Supv. Pupil Pers. Serv. Dir.	Representatives of committees on handicapped	SEA Reg Wrkshop
	Implementation of P.L. 94-142		5	Regular Teacher 3,000 Special Teacher 10,650 Voc. Ed. 100 Aide 250	Wk. Study Coord. 25 Speech Path. 250 Psychometrist 100 Social Wkr. 250	Supv. 250 Admin. 500	Parent 2,000 Surrogate 200 Hearing Ofcr. 700	
	Priorities		5			Supv. 750 Admin. 520		
	PROCEDURAL SAFEGUARDS							
	Procedural safeguards		5	Regular Teacher 750 Special Teacher 250		Supv. 750 Admin. 520		
	Use of surrogate		5			Supv. 750 Admin. 520		
	CHILD EVALUATION							
	Early identification and screening — effective methods and techniques	0			Train assessment teams to train LEA personnel			SEA Reg Wrkshop
	Diagnostic procedures		5	Regular Teacher 1,000 Special Teacher 2,650 Aide 350	Psychometrist 100 Psychologist 250			

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Nondiscriminatory testing		5	Regular Teacher 250 Special Teacher 250	Psychologist 250	Supv. 750 Admin. 520		
	INDIVIDUALIZED EDUCATION PROGRAM							
	IEP		5	Regular Teacher 2,000 Special Teacher 5,500 P. E. 300 Voc. Ed. 100		Supv. 750 Admin. 520		
	Techniques to teach severely handicapped	0		Severe Profound Teacher Paraprofessional			Parent	SEA Reg. Wkshop
	Latest significant programs, materials and techniques available to teach handicapped children	0					State network of in-service trainers	Institute by SEA
	Instructional procedures		5	Regular Teacher 2,000 Special Teacher 10,650 P. E. 300 Voc. Ed. 500 Aide 500	Psychometrist 100		Parent 500	
	EDUCATIONAL PLACEMENT							
	Bus driver training		5				Bus drivers 25,000	
	Least restrictive environment		5	Regular Teacher 2,000 Special Teacher 1,250 Voc. Ed. 100		Supv. 750 Admin. 520		

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PERSONNEL DEVELOPMENT Techniques necessary to be effective trainers	0					State network of in-service trainers	Reg. & statewide workshops
	OTHER Training based on needs assessment data, program objectives and educational plans for handicapped	0		Teacher of handicapped children				Onsite training vi 6D, 6B & RRC

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Full Educational Opportunities	N						
	Full Service	N						
	Implementing P.L. 94-142		5	Regular Teacher 500 Special Teacher 520 Voc. Ed. 20 Aide 65		Supv. 147 Admin. 300	Parent 1,000 Hearing Ofcr. 8	
	Priorities		5	Special Teacher 50			Parent 50	
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5			Supv. 147	Parent 300	
	Use of Surrogates		5			Admin. 300	Parent 25 Surrogate 100 Hearing Ofcr. 8	
	CHILD EVALUATION							
	Child Find (Early Identification)	N						
	Diagnostic Procedures		5	Regular Teacher 30 Special Teacher 100	Psychologist 50 Psychometrist 100 Social Wkr. 20			

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PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	**Need**	**Plan**	**Instruction**	**Support**	**Administration**	**Other**	
	Nondiscriminatory Testing	N	5		Psychologist 100			
	INDIVIDUALIZED EDUCATION PROGRAM IEP	N	5	Regular Teacher 500 Special Teacher 275 P.E. Teacher 100 Aide 65	Wk. Study Coord. 60 Rec. Thrpst. 24 Speech Path. 15 Audiologist 30 Psychologist 100 Social Wkr. 50	Supv. 147 Admin. 300	Parent 250	
	Career Education	N						
	Instructional Procedures		5	Regular Teacher 2,000 Special Teacher 190 Voc. Ed. 20	Wk. Study Coord. 60 Rec. Thrpst. 24 Speech Path. 15 Audiologist 30		Volunteer 100	
	Identify and Programming for Exceptional Children		6D					Institute
	Diagnostic/Prescriptive Techniques		6D					Institute
	Language Assessment Techniques and Intervention Approaches for School Speech and Language Specialists and Reading Specialists.		6D					Institute

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CEC Training Project

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Training Personnel to Teach Severely Handicapped		6D					Institute
	Implications for Individualized Programming for Hearing Impaired Children		6D					Institute
	Individualized Educational Planning for Physically Handicapped Children		6D					Institute
	Improving Competencies for Teacher Aides in Classes for Trainable Mentally Retarded		6D					Institute
	Expanding Physical Education Programs to Meet the Needs of the Trainable Mentally Retarded		6D					Institute
	Social Studies for Students with Special Needs		6D					Institute
	Development of a Physical Education Program for Handicapped Children		6D					Institute
	The Handicapped Student in Distributive Education		6D					Institute

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Methods, Materials and Processes for Serving Secondary Students		6D					Institute
	EDUCATIONAL PLACEMENT							
	Least Restrictive Alternative	N	5	Regular Teacher 50 Special Teacher 50		Admin. 300	Parent 150	
	SERVICE COORDINATION AND COMMUNICATION							
	Cooperative Planning	N						
	OTHER							
	Preschool Handicapped	N						
	Severely Handicapped	N						
	Emotionally Disturbed	N						
	Paraprofessional	N						
	Low Incidence	N						
	Regular Education	N						

NORTH DAKOTA

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Various Concepts of P.L. 94-142		P 6D			Superintendent Principal	Leadership personnel in communities	SEA
	Administrative leadership in providing complete programs for handicapped children in LEA		P 6D			Superintendent Principal Board Members	Leadership personnel in communities	SEA
	Implementation of P.L. 94-142		5	P.E. 30 Voc. Ed. 20	Wk. Study Coord. 10	Supv. 10 Admin. 25	Parent 200 Hearing Ofcr. 4	
	Priorities		5			Admin. 30	Parent 200	
	PROCEDURAL SAFEGUARDS Procedural safegurads		5	Special Teacher 80	Speech Path. 30	Supv. 10 Admin. 25	Parent 200 Hearing Ofcr. 4	
	Parent surrogates	N	5				Hearing Ofcr. 4	SEA
	Hearing officer training	N						SEA
	CHILD EVALUATION Diagnostic procedures		5	Special Teacher 65	Wk. Study Coord. 10 Psychometrist 14	Supv. 10		
	Nondiscriminatory testing						Hearing Ofcr. 4	

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NORTH DAKOTA

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PROGRAM							
	IEP	N	5	Special Teacher 180 P.E. 30 Voc. Ed. 20	Speech Path. 30	Supv. 10 Admin. 25	Parent 200 Hearing Ofcr. 4	SEA
	Instructional procedures		5	Special Teacher 96 Voc. Ed. 20	Wk. Study Coord. 10 Psychometrist 14			
	EDUCATIONAL PLACEMENT							
	Least restrictive environment		5	Special Teacher 110	Speech Path. 30	Supv. 10 Admin. 25	Parent 200	
	SERVICE COORDINATION AND COMMUNICATION							
	Interdisciplinary team planning	N						SEA
	Consultation skills	N						SEA
	OTHER							
	Volunteers and professionals are trained by districts							LEA

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND PERSONNEL DEVELOPMENT							
	Implementation of P.L. 94-142.		5	Regular Teacher 160 Special Teacher 6,652	Psychometrist 809	Supv. 263 Admin. 617	Parent 389 Hearing Ofcr. 32	
	Priorities		5	Regular Teacher 160	Psychometrist 809	Supv. 263 Admin.	Parent 389 Hearing Ofcr. 32	
	PROCEDURAL SAFEGUARDS							
P	Procedural Safeguards	0	5	Regular Teacher 160 Special Teacher 6,652	Psychometrist 809	Supv. 263 Admin. 617	Parent 389 Hearing Ofcr. 32	
P	Training Hearing Officers	0						
	Use of Surrogates		5	Regular Teacher 160	Psychometrist 809	Supv. 263 Admin. 617	Parent 389 Hearing Ofcr. 32	
	CHILD EVALUATION							
P	Identification - In school, out of school, awareness techniques.	0						
P	Multifactored Evaluation	0						
	Diagnostic Procedures		5	Special Teacher 150	Psychometrist 809	Supv. 263 Admin. 617	Parent 389 Hearing Ofcr. 32	

PRIORITY	AREAS Content Stated in Plans	STATUS Need	Plan	TARGET POPULATION Instruction	Support	Administration	Other	RESOURCES
	Nondiscriminatory Testing		5	Regular Teacher 160 Special Teacher 150	Psychometrist 809	Supv. 263 Admin. 617	Parent 389 Hearing Ofcr. 32	
	INDIVIDUALIZED EDUCATION PROGRAM							
P	IEP	0	5	Regular Teacher 160 Special Teacher 6,652 Aide 184	Psychometrist 809	Supv. 263 Admin. 617	Parent 389 Hearing Ofcr. 32	
	Develop and Implement IEP	0						
	Instructional skill training with emphasis on diagnostic teaching and behavioral approaches to be used by teachers of handicapped.							
	Improve Teaching Methods.	0						Workshops Meetings
	Develop Instructional Materials and Curriculum Innovations	0		Teachers				
	Instructional Procedures		5	Special Teacher 6,652 Aide 184	Psychometrist 809	Supv. 263 Admin. 617	Parent 389 Volunteer 80 Hearing Ofcr. 32	
P	Parent Training	0					Parents	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	EDUCATIONAL PLACEMENT							
P	Least Restrictive Environment	0	5	Regular Teacher 160 Special Teacher 6,652	Psychometrist 809	Supv. 263 Admin. 617	Parent 389 Hearing Ofcr. 32	
	Develop plans for effective use of instructional resource center resources.	0			Specialists	Supv.		
	OTHER							
	Priority Populations	0		Teachers of handicapped including State institutions of DMH and MR and community programs for TMR. Teachers of regular classes who have handicapped children.	Special Ed. Support Personnel	Superintendent, General and Special Admin.		

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Update on techniques to effectively implement P.L. 94-142		6D	Special Teacher 48				Direct trai via institute
	Rules, regulations, implementation of P.L. 94-142		6D	LEA Teacher		LEA Admin.	Parent Organization Civic Organization IHE Staff	SEA - statewide on request
	Implement P.L. 94-142	N		Special Teacher		SE Admin.		
	Implementation of P.L. 94-142		5	Regular Teacher 10000 Special Teacher 2816 P.E. 1000 Voc. Ed. 82 Aide 56	Rec. Thrpst 9 O.T. 5 Speech Path. 230 Psychometrist 100 Psychologist 20 Wk. Study Coord. 84	Supv. 28 Admin. 1000	Parent 40000 Surrogate 10 Hearing Ofcr. 3	
	Priorities		5	Special Teacher 2816	O.T. 5 Speech Path. 230 Psychometrist 100 Psychologist 20	Supv. 28 Admin. 1000	Surrogate 10 Hearing Ofcr. 3	
	PROCEDURAL SAFEGUARDS Procedural Safeguards		5	Regular Teacher 10000 Special Teacher 2210 P.E. 1000 Voc. Ed. 82	Wk. Study Coord. 84 Rec. Thrpst. 9 O.T. 5 Speech Path. 239 Psychometrist 100 Psychologist 20	Supv. 28 Admin. 1000	Parent 40000 Surrogate 10 Hearing Ofcr. 3	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Surrogate Parents		5	Special Teacher 2,210	Wk. Study Coord. 84 O.T. 5 Speech Path. 230 Psychometrist 100 Psychologist 20	Supv. 28 Admin. 1,000	Surrogate 10 Hearing Ofcr. 3	
	CHILD EVALUATION Upgrading skills in diagnostic assessment and programming for severe/profound handicapped	N	6D	Special Teacher - 45 trainees statewide				Consultants use of clinical settings & existing programs. Trainees & consultants will compile modules.
	Diagnostic procedures		5	Special Teacher 1,605 P.E. 1,000 Voc. Ed. 82	Wk. Study Coord. 84 Rec. Thrpst. 9 Speech Path. 230 Psychometrist 100	Supv. 28 Admin. 1,000	Surrogate 10	
	Nondiscriminatory testing		5	Special Teacher 1,935	Speech Path. 230 Psychometrist 100 Psychologist 20	Supv. 28 Admin. 1,000	Surrogate 10 Hearing Ofcr. 3	
	INDIVIDUALIZED EDUCATION PROGRAM Test interpretation, prescriptive teaching implementation, writing IEP	N	6D	Regular Educator - 96 statewide for rural areas				Miniclinic & discussions of useful alternatives.
	IEP		5	Regular Teacher 10,000 Special Teacher 2,810 P.E. 1,000 Voc. Ed. 82 Aide 56	Wk. Study Coord. 84 Rec. Thrpst. 9 O.T. 5 Speech Path. 230 Psychometrist 100 Psychologist 20	Supv. 28 Admin. 1,000	Parent 40,000 Surrogate 10 Hearing Ofcr. 3	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Instructional Procedures		5	Regular Teacher 10,000 Special Teacher 3,000 P.E. 1,000 Voc. Ed. 82 Aide 56	Wk. Study Coord. 84 Rec. Thrpst. 9 Speech Path. 230 Psychometrist 100	Supv. 28 Admin. 1,000	Parent 40,000 Surrogate 10 Hearing Ofcr. 3	
	EDUCATIONAL PLACEMENT Least restrictive environment		5	Regular Teacher 10,000 Special Teacher 2,210 P.E. 1,000 Voc. Ed. 82	Wk. Study Coord. 84 Rec. Thrpst. 9 O.T. 5 Speech Path. 230 Psychometrist 100 Psychologist 20	Supv. 28 Admin. 1,000	Parent 40,000 Surrogate 10 Hearing Ofcr. 3	
	OTHER Additional skills to serve exceptional students	N		Regular Teacher Special Teacher Aide		Admin.	Surrogate Hearing Ofcr.	Resources available from SEA: • "Teaching Children with Exceptional Needs," Maryland ITV - 16 cassettes. • "Teacher Training Program" material used with a facilitator -- filmstrip, cassette, print materials.

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Administrative implications of P.L. 94-142	N				Regular Admin. Principal Superintendent Dir. of Student Serv. Special Ed. Admin.		
	CHILD EVALUATION							
	Screening	N		Personnel in LEA and SEA				Manual by NLRC
	Referral	N		Personnel in LEA and SEA				
	Diagnosis/assessment	N		Personnel in LEA and SEA				
	INDIVIDUALIZED EDUCATION PROGRAMS							
	IEP development	N		Regular Teacher Special Teacher	Support Pers.			
	Placement and programming	N		Personnel in LEA and SEA				Manual by NLRC
	EDUCATIONAL PLACEMENT							
	Resources of community to utilize to support and continue IEP	N						
	Least restrictive environment	N		Regular Teacher Special Teacher	Support Pers.			

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	SERVICE COORDINATION AND COMMUNICATION How to work together to provide full services to handicapped children	N				Regular admin. Principal Superintendent Dir. of Student Serv. Special Ed. Admin.		

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Implement P.L. 94-142		5			Admin. 378		
	State standards		P				Intermediat Unit Liaison Pers. Regional Reviewers	
	Public awareness campaign planning, development, implementation -- emphasizing awareness of state standards and guidelines		P			LEA Admin. and Special Ed. Reps.	Intermediate Unit Admin. Special Ed. Reps. Private Sch. Reps.	
	PROCEDURAL SAFEGUARDS Procedural safeguards		5	Regular Teacher 1,500 Special Teacher 7,000	Psychologist 184	Admin. 378 Supv. 449	Parent 200,000 Surrogate 1,000 Hearing Ofcr. 70	
	Use of surrogates		5	Special Teacher 29		Admin. 378	Surrogate 1,000 Hearing Ofcr. 70	
	CHILD EVALUATION Child find techniques and screening instruments. Using screening results in diagnostic assessment		P	LEA Pers.				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Diagnostic evaluation aspects: test selection test use test interpretation to parents and professionals for use in IEP planning		P	LEA Personnel				Regional & State Level Personnel
	Evaluation services, criteria		P				Intermediate Unit Liaison Personnel Regional Reviewer	Regional & State Personnel via conference
	Assessment: selecting appropriate assessment devices; appropriate use and administration; interpretation of results.		P	Intermediate Unit Special Education Personnel LEA Special Education Personnel Private School Special Education Personnel				Inservice series using training packages dev. by NLRC/P
	Monitoring student progress: criterion referenced measures; pre post testing; observation; program management		P	Intermediate Unit Special Education Personnel LEA Special Education Personnel Private School Special Education Personnel				Inservice series using training packages dev. by NLRC/P SER
	Diagnostic procedures		5	Special Teacher 7,000	Psychologist 184			
	Nondiscriminatory testing		5	Special Teacher 29	Psychologist 184		Hearing Officer 70	
	INDIVIDUALIZED EDUCATION PROGRAM Prepare personnel who educate handicapped children in preschool and early childhood levels. Include developing competencies for education and	N						

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	training of Black, Spanish speaking, and other minority groups							
	Train regular and special education personnel who participate in education of handicapped through mainstream programs	N						
	Train professional personnel who educate severe-profound and multihandicapped	N						
	Train professional personnel who educate seriously socially and emotionally disturbed and visually impaired/multi-handicapped	N						
	Train personnel in areas of career education, prevocational education, vocational education for all handicapped children including low functioning multihandicapped	N						
	IEP guidelines		P				Intermediate Unit Liaison Personnel Regional Reviewers	Regional & State Personnel via Conference
	How to implement, update and revise IEP		P	LEA				Regional & State level Personnel

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	IEP development, implementation, monitoring, modification		P	Intermediate Unit Special Ed. Pers. LEA Special Ed. Pers. Private Sch. Special Ed. Pers.				Inservice series using training packages developed by NLRC/P
	IEP		P	Regular Teacher 1,500 Special Teacher 8,887 Voc. Ed. 160	Wk. Study Coord. 35 Speech Path. 1,214 Psychologist 184	Supv. 449 Admin. 378	Parent 200,000 Surrogate 1,000 Hearing Ofcr. 70	
	Programming: annual goals, objectives; matching assessment and goals and objectives		P	LEA Special Ed. Pers. Private Sch. Special Ed. Pers. Intermediate Unit Special Ed. Pers.				Inservice series using training packages developed by ALRC, NLRC/P
	Use of media and materials to implement IEP		P	LEA Pers.				Regional and state level personnel
	Finding and using resource information including curricula and curricular resources, media and materials as dictated by needs of handicapped persons		P					
	Curricular elements, methods and materials		P	LEA Special Ed. Pers. Private Sch. Pers. Intermediate Unit Special Ed. Pers.				Inservice series using training packages developed by SERRC, ALRC

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Instructional procedures		5	Special Teacher 7,000				
	EDUCATIONAL PLACEMENT							
	Least restrictive environment		5	Regular Teacher 1,500 Special Teacher 7,000	Speech Path. 1,214 Psychologist 184	Supv. 449 Admin. 378	Surrogate 1,000 Hearing Ofcr. 70	
	MANAGEMENT AND EVALUATION							
	Writing grant proposals		P			Intermediate Unit Director Special Ed. Dir. Program Supv. Private Sch. Rep.		Regional & state pers. visitations
	Planning, management and evaluation and reporting progress of EHA-B programs and services		P	LEA Pers.				Regional & state pers.
	Design, development, maintenance and evaluation of tracking techniques		P	LEA Pers.				Regional & state pers.
	SERVICE COORDINATION AND COMMUNICATION							
	Conference and consultation procedures: preparing for conferences; awareness of divergent needs of conference participants; special parent needs and special assistance and support for parents.		P			Intermediate Unit Special Ed. Pers. LEA Special Ed. Pers. Private School Special Ed. Pers.		Inservice series using training packages developed by ALRC, NLRC/P

Review of Annual Program Plans 1977-78: Pennsylvania (PA)

CEC Training Project

PENNSYLVANIA

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PERSONNEL DEVELOPMENT							
	Designing inservice systems for LEA and private schools		P			Intermediate Unit Special Ed. Director Special Ed. Dir. Program Supv. Private Sch. Rep.		Regional & state pers. visitations
	Resources available for technical assistance		P			Intermediate Unit Special Ed. Pers. LEA Special Ed. Pers. Private Sch. Pers.		Inservice series using training packages developed by NLRC/P, SERRC

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Implementing of P.L. 94-142		5	Regular Teacher 8,571 Special Teacher 407 Voc. Ed. 25	Psychometrist 27 Psychologist 39 Social Wkr. 277	Supv. 23 Admin. 76	Parent 75 Surrogate 75	
	Priorities		5	Teacher Aide 286				
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5	Regular Teacher 701 Special Teacher 184	Psychometrist 4 Social Wkr. 4	Supv. 23 Admin. 76	Parent 75 Surrogate 75	
	Use of Surrogates		5	Regular Teacher 4 Special Teacher 4		Supv. 23	Surrogate 75	
	CHILD EVALUATION							
	Child Find Activities - o Administration o Public Awareness o Large Scale Screening		P	 LEA Participant 30 LEA Participant 50 LEA Participant 286				
	Diagnostic Procedure		5	Regular Teacher 158 Special Teacher 259	Psychometrist 27 Psychologist 24 Social Worker 3	Supv. 23		
	Nondiscriminatory Testing		5	Regular Teacher 158 Special Teacher 259	Psychometrist 27 Psychologist 24 Social Wkr. 3			

Review of Annual Program Plans 1977-78: Rhode Island (RI)

CEC Training Project

RHODE ISLAND

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PROGRAM							
	Function of Placement Committee		P	LEA				Workshop 6D NELRS
	Special Needs Students in Secondary Schools		P	LEA				Workshop 6D NELRS
	Use of Special Education Instructional Materials		P					Ongoing Training-NELRS
	Diagnosis and Prescription		P					Ongoing Training-NELRS
	Programming		P					Ongoing Training-NELRS
	Instructional Procedures		5	Regular Teacher 701 Special Teacher 259 Vocational Ed. 25	Psychometrist 4 Social Wkr. 4		Parent 75 Surrogate 75	
	IEP		5	Regular Teacher 158 Special Teacher 259	Psychometrist 27 Psychologist 24 Social Wkr. 3		Parent 75 Surrogate 75	

Review of Annual Program Plans 1977-78: Rhode Island (RI)

CEC Training Project

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	EDUCATIONAL PLACEMENT							
	Least Restrictive Environment		5	Regular Teacher 701 Special Teacher 184 Voc. Ed. 25	Psychometrist 4 Social Worker 4		Parent 75 Surrogate 75	
	OTHER							
	Teachers Training Program for Elementary Teachers		P 6D	LEA				Workshop NELRS
	Principals Training Program		P 6D	LEA				Workshop NELRS
	Special Ed. Advisors Training Program		P 6D	LEA				Workshop NELRS

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	P.L. 94-142 implementation		5	P.E. 500 Voc. Ed. 53	Rec. Thrpst. 50 Psychometrist 224 Psychologist 224 Hospital Staff 70	Admin. 230 Supv. 100	Surrogate 10 Hearing Ofcr. 10	
	Priorities		5	Regular Teacher 27,346 Special Teacher 2,552 Teacher Aide 100 Voc. Ed. 53	Psychometrist 224 Psychologist 224 Hospital Staff 70	Admin. 250 Supv. 100	Parent 67,000 Surrogate 10 Hearing Ofcr. 10	
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5	Regular Teacher 27,346 Special Teacher 2,552 Teacher Aide 600 Voc. Ed. 53	Psychometrist 224 Psychologist 224 Hospital Staff 70	Admin. 250 Supv. 100	Parent 67,000 Surrogate 10 Hearing Ofcr. 10	
	Use of Surrogate		5		Psychometrist 224 Psychologist 224	Admin. 250 Supv. 100	Surrogate 10 Hearing Ofcr. 10 Volunteer 100	
	Training for hearing officers and parents	N					Parent Hearing Ofcr.	
	CHILD EVALUATION							
	Diagnostic procedures		5		Psychometrist 224 Psychologist 224			
	Nondiscriminatory testing		5		Psychometrist 224 Psychologist 224	Supv. 100		

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PROGRAM IEP for learning disabled		P	Elementary and Intermediate teachers				SEA IEP Booklet
	IEP for orthopedically handicapped		P	Teachers of primary, intermediate, secondary				Conference and IPI for OH booklet
	IEP for speech and language handicapped		P		Speech clinicians			Workshops
	IEP for educable mentally retarded and trainable mentally retarded		P	Teachers				IEP for Handicapped Children booklet
	IEP		5	Regular Teacher 27,346 Special Teacher 2,552 Voc. Ed. 53 P. E. Teacher 500 Aide 500	Rec. Thrpst. 50 Psychometrist 224 Psychologist 224 Hospital Staff 70	Admin. 230 Supv. 100	Parent 67,000 Surrogate 10 Hearing Ofcr. 10	
	Staffing of handicapped children		P	All district personnel	available			SEA videotape
	Instructional Procedures		5	Special Teacher 2,552 P. E. Teacher 500 Voc. Ed. 53	Rec. Thrpst. 50 Hospital Staff 70	Admin. 250 Supv. 100	Volunteer 100	
	Media and materials fairs	N						

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Developing instructional materials	N						
	Materials search and acquisition		P	Teachers		District coordinators		LRC, Stds f/ Sel. Instr. Mats for Hand. bklt.
	Materials and media — proper utilization		P	Teachers		District coordinators		LRC - statewide workshop
	Materials and media development		P	Teachers		District coordinators		LRC - statewide workshop
	System of loaning materials		P	Teachers			Other	LRC- Annotated Catlg.
	Materials evaluations		P	Teachers			Other	LRC
	Total communication for hearing impaired	N		Teachers			Parent	ITV televised serie
	Classroom management and program organization for low prevalence categories		P	All district personnel	available			SEA - Inservice training films
	EDUCATIONAL PLACEMENT Least restrictive environment		5	Regular Teacher 27,346 Special Teacher 2,552 Voc. Ed. 53 Aide 500	Psychometrist 224 Psychologist 224 Hospital Staff 70	Admin. 250 Supv. 100	Parent 67,000 Surrogate 10 Hearing Ofcr. 10	

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	MANAGEMENT AND EVALUATION Program planning, implementation, budgeting, and evaluation		P			Administrators of programs for handicapped		SEA Institutes
	SERVICE COORDINATION AND COMMUNICATION Interagency cooperation, linkage, sharing, planning. Implementation of state-wide programs for handicapped		P					SEA Conferences
	Diagnostic/evaluation services of RRC		P				Agencies and general public	SEA - Info. brochure
	PERSONNEL DEVELOPMENT Needs assessment information		P	All LEAs				SEA - Prince Wm. Model - NASDSE
	OTHER Education of visually handicapped, orthopedically handicapped, deaf blind.	N		Teachers				
	Develop and disseminate model secondary program for trainable mentally retarded		P			Coord. Superintendent		

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Teachers aide training	N		Aides				
	Population priorities		P	Visually handicapped teacher Orthopedically handicapped teacher Deaf blind teacher Teacher aide	Related services Speech Path. Medical Personnel	Admin.	Parent Surrogate Hearing Ofcr. Volunteer	
	Program replication for speech and language		P	20 Schools				SEA-Monterey Lang. Dev. Prog., Monterey Articulation Program
	Learning disabled program replication		P	Teacher				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Implementing P.L. 94-142		5	Regular Teacher 150 Special Teacher 163 Voc. Ed. 5 P. E. 50 Aide 20	Wk. Study Coord. 5 O.T. 5 Speech Path. 75 Audiologist 1 Psychologist 5 Social Wkr. 1	Supv. 5 Admin. 200	Parent 100 Surrogate 10 Hearing Ofcr. 2	
	Priorities		5	Regular Teacher 200 Special Teacher 120		Supv. 5 Admin. 200	Parent 100 Surrogate 10 Hearing Ofcr. 2	
	Explaining the laws, rules and procedures		P					SEA
	PROCEDURAL SAFEGUARDS Procedural safeguards		5	Regular Teacher 150 Special Teacher 160 P. E. 50 Aide 20	O.T. 5 Speech Path. 75 Audiologist 1 Social Wkr. 1	Supv. 5 Admin. 100	Parent 100 Surrogate 10 Hearing Ofcr. 2	
	Use of surrogates		5	Regular Teacher 20 Special Teacher 30		Supv. 5	Parent 100 Surrogate 10 Hearing Ofcr. 2	
	Confidentiality, due process, hearings	N		Teacher		Admin.		
	CHILD EVALUATION Because 70% of psychological evaluations were clinical & didn't provide specific		P 6D		Psychologists			Workshop, Teacher Resource Bank, Consultative assistance Materials

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	recommendations to teachers for planning instructional programs, planned training is to improve diagnostic (evaluative) skills of school psychologist so more handicapped children will receive appropriate evaluation services which include educational prescriptions							workshop Continuing education Interns
	Background course in special education	N		Regular teachers of elementary and secondary		Admin.		
	Identify problems indicating a handicapped child	N		Regular teachers of elementary and secondary		Admin.		
	Handicapping conditions	N						
	Diagnostic procedures		5	Regular Teacher 100 Special Teacher 100 P. E. 15 Voc. Ed. 5 Aide 10	Psychologist 5 Social Wkr. 1 Wk. Study Coord. 5 O. T. 5	Supv. 5		
	Nondiscriminatory testing		5	Regular Teacher 50 Special Teacher 75		Supv. 5 Admin. 200	Parent 20 Hearing Ofcr. 2	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	INDIVIDUALIZED EDUCATION PROGRAM Function of placement committee	N		Teacher		Admin.		
	Because program reviews show need for expectations set for behavior through placement committees and IEP, training is planned for local placement committees to function cooperatively to provide individualized instruction for handicapped children placed in appropriate programs		P				LEA Placement Committee	
	Placement committee skills	N						
	IEP	N		Teachers		Admin.		
	Writing objectives and IEP	N		Special Teachers				
	IEP		5	Regular Teacher 150 Special Teacher 185 P. E. 50 Voc. Ed. 5 Aide 20	Speech Path. 75 Psychologist 5 Social Wkr. 1 Wk. Study Coord. 5 O. T. 5	Supv. 5 Admin. 100	Parent 100 Surrogate 10 Hearing Ofcr. 2	
	Because program reviews show the need for expectations set for behavior through shared instructional plans by specia and regular teachers, trainin		P 6D	Special Teacher				Workshops o IEP, administration, materials, communication

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	is planned to develop skills to individualize instruction and to serve as resource persons to regular teachers and administrators to plan programs for handicapped children in order to meet their needs in regular class more frequently							Teachers Resource Bank
	Because of 62 LEA requests to SEA for consultative assistance in instructional program planning, training is planned to develop skills as resource persons to special and regular teachers, aides, administrators to plan instructional programs for handicapped children in least restrictive environment		P 6D			Special Ed. Supv.		Work shop o supervision Teacher Resource Bank Instructional Materials Workshop Consultative assistance
	Increase skills to individualize instruction so regular teachers will meet needs of handicapped children in regular class more frequently		P 6D	Regular Teacher				Workshops Courses Teacher Resource Bank Materials Workshop
	Individualizing instruction to meet needs and avoid overreferral	N		Regular elementary and secondary teacher				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Increase skills to train teachers to individualize instruction for handicapped to insure appropriate educational programs	P 6D					Institution of Higher Education Special Education Faculty	-Wkshop on individ. instruction -Follow up practicum -Teacher Resource Bank -Instructional Materials Bank
	Because 35% of children referred to psychologist were for reading performance, training is needed in specific teaching areas -- reading, language	N		Regular elementary and secondary teachers				
	Programs for preschool handicapped	N						
	Instructional materials • teacher prepared • new curricula • programmed instruction • media	N						
	The ways students learn (learnin- styles, motivation, reinforcement)	N						
	Teaching skills • classroom management • implementing IEP • individualized instruction • inquiry teaching • value clarification • peer teaching	N						

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Instructional procedures		5	Regular Teacher 75 Special Teacher 80 Voc. Ed. 5 P. E. 20 Aide 10	Psychologist 5 Social Wkr. 1 Wk. Study Coord. 5 O. T. 5 Speech Path. 20		Hearing Ofcr. 2	
	EDUCATIONAL PLACEMENT							
	Mainstreaming (accepting child in room and working cooperatively with special education personnel	N		Regular teachers of elementary and secondary		Admin.		
	Removal of architectural barriers	N		Regular teachers of elementary and secondary		Admin.		
	Long term expectations for institutions for handicapped so they can plan for staff, service, facilities	N				SEA LEA		
	Least restrictive environment		5	Regular Teacher 150 Special Teacher 160 P. E. 50 Aide 20	Psychologist 5 Social Wkr. 1 Wk. Study Coord. 5 O. T. 5 Speech Path. 75 Audiologist 1	Supv. 5	Parent 100 Surrogate 10 Hearing Ofcr. 2	
	MANAGEMENT AND EVALUATION							
	Collecting and storing data	N		Teacher		Admin.		

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Class size weighting formula for handicapped children in regular class	N				Admin.		
	Financing special education	N		Teacher		Admin.		
	Administration, supervision, consultation to regular education teachers and aides	N		Special Teacher				
	PERSONNEL DEVELOPMENT Developing model inservice programs		P					
	SERVICE COORDINATION Alternative organizational patterns -- teaming, open classroom, nongrading	N						
	OTHER LD training	N		Primary Teacher				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	P.L. 94-142		P	District level personnel				SEA & LEA
	Implementation of P.L. 94-142		5	Regular Teacher 1,100 Special Teacher 2,245 P. E. 20 Voc. Ed. 20 Aide 315	Speech Path. 300 Audiologist 10 Psychometrist 50 Psychologist 35 Social Wkr. 65	Supv. 300 Admin. 148	Parent 1,000 Surrogate 25 Volunteer 100 Hearing Ofcr. 9 Other 315	
	PROCEDURAL SAFEGUARDS							
	Procedural safeguards		5	Regular Teacher 100 Special Teacher 2,245 P. E. 20 Voc. Ed. 20 Aide 27	Speech Path. 300 Audiologist 10 Psychometrist 50 Psychologist 35 Social Wkr. 65	Supv. 500 Admin. 148	Parent 1,000 Surrogate 25 Volunteer 100 Hearing Ofcr. 9 Other 27	
7	Parent participation	N		Preschool Pers. LEA Pers.				Materials & procedures developed by SEA
	Due process procedures	N						Mats. & procedures devel. by SEA
	CHILD EVALUATION							
7	Child identification • systematic screening • nondiscriminatory testing	N		Preschool Pers. LEA Pers.				
	Diagnostic procedures		5	Regular Teacher 2,208 Special Teacher 4,466 P. E. 20 Voc. Ed. 20 Aide 387	Speech Path. 300 Audiologist 10 Psychometrist 50 Psychologist Social Worker 65	Supv. 300 Admin. 148	Parent 1,000 Surrogate 25 Volunteer 100 Hearing Ofcr. 9 Other 387	

Review of Annual Program Plans 1977-78: Tennessee (TN)

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Nondiscriminatory testing		5	Regular Teacher 2,208 Special Teacher 4,466 P. E. 20 Voc. Ed. 20 Aide 387	Speech Path. 300 Audiologist 10 Psychometrist 50 Psychologist 35 Social Wkr. 65	Supv. 300 Admin. 148	Parent 1,000 Surrogate 25 Volunteer 100 Hearing Ofcr. 9 Other 387	
	INDIVIDUALIZED EDUCATION PROGRAM IEP		P	Personnel in the region				MELRS
	IEP		5	Regular Teacher 2,682 Special Teacher 5,409 P. E. 20 Voc. Ed. 20 Aide 2,862	Speech Path. 300 Audiologist 10 Psychometrist 50 Psychologist 35 Social Wkr. 65	Supv. 300 Admin. 148	Parent 1,000 Surrogate 25 Volunteer 100 Hearing Ofcr. 9 Other 2,862	
1	IEP • develop expertise to plan and implement individual educational programs • systematic programs in skills areas • consider needs of various groups and certain curriculum areas	N		Teacher		Admin. Principal	All LEA Pers.	System FORE Coordinated programs by SEA, LEA IHE
3	Program evaluation - is child achieving objectives under this program	N				LEA person responsible for program evaluation		
	Information and training on instructional materials and programs effective with handicapped children	N						SEA, LEA

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Teacher made materials		P	District level personnel				
	Education for visually impaired		P	Teacher of visually impaired in state				
	Instructional procedures		5	Regular Teacher 1,404 Special Teacher 2,853 P. E. 20 Voc. Ed. 20 Aide 342	Speech Path. 300 Audiologist 100 Psychometrist 50 Psychologist 35 Social Wkr. 65	Supv. 300 Admin. 148	Parent 1,000 Surrogate 25 Volunteer 100 Hearing Ofcr. 9 Other 342	
6	EDUCATIONAL PLACEMENT Delivery of service -- least restrictive environment and continuum. Implementing alternatives	N			Support Pers.	Principal Admin	Parent	Dev. a practical guide to implement alternatives Descr. serv. acts., mats for each option
	Least restrictive environment		5	Regular Teacher 1,374 Special Teacher 2,793 P. E. 20 Voc. Ed. 20 Aide 315	Speech Path. 300 Audiologist 10 Psychometrist 50 Psychologist 35 Social Wkr. 65	Supv. 300 Admin. 148	Parent 1,000 Surrogate 25 Volunteer 100 Hearing Ofcr. 9 Other 315	
	Paraprofessionals - guidelines for use	N		LEA				
7	Placement in least restrictive environment	N		Preschool Pers. LEA Pers.				Materials & procedures developed by SEA

PRIORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
4	MANAGEMENT AND EVALUATION Train administrators to plan, implement and evaluate programs	N				LEA level admin.		Cooperation of state-wide & district-wide study councils. Special meetings on topics. Local in-service
2	SERVICE COORDINATION AND COMMUNICATION Clarify teacher roles • regular teacher role • helping teacher role	N		LEA personnel at all levels • update experienced persons • certify noncertified special education personnel				
	OTHER Secondary personnel		P	District level pers.				
	System FORE		P	District level pers.				MELRS
	Special education for principals		P	Pers. in region				MELRS

PRI-ORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	PLANNING AND POLICY DEVELOPMENT							
	Priorities		5			Special Supv. 750		
	Awareness and implementation training relative to Federal legislation	N						
	PROCEDURAL SAFEGUARDS							
	Parent involvement programs	N						
	Procedural safeguards		5			Regular Admin. 5,000 Regular Supv. Special Supv. 750		
	Use of surrogate		5			Special Supv. 750 Special Cnslr. 200		
	CHILD EVALUATION							
	Assessment, formal and informal, of educational progress in order to design learning experiences	N		Teacher				
	Skill in assessment and programming of severe-profound and multiply handicapped	N						

PRIORITY	AREAS Content Stated in Plans	STATUS Need	Plan	TARGET POPULATION Instruction	Support	Administration	Other	RESOURCES
	Diagnostic Procedures		5	P. E. 100	Ed'l. Diag. 450 Psychologist 350 Audiologist 50 Special Ed. Materials Spec. 30	Special Supv. 750		
	Nondiscriminatory testing		5		Special Cnslr. 200 Ed'l. Diag. 450 Psychologist 350	Special Supv. 350		
	INDIVIDUALIZED EDUCATION PROGRAM Skill in the IEP process -- develop and implement	N		Local Sch. Staff			Institutions of higher education	Ed'l. Srvc. Centers SEA
	IEP		5	Regular Teacher 15,000 Special Teacher 7,500 Special Visiting Teacher 100 Voc. Ed. 300	Special Cnslr. 200 Ed'l. Diag. 450 Psychologist 350 Rec. Thrpst. 200 O.T. 200 Speech Path. 1,000 Audiologist 50 Special Ed. Materials Spec. 30	Regular Admin. 5,000 Regular Supv. Special Supv - Voc. Adjustment Coord. 200	Parent 10,000	
	Curriculum for deaf		5	Special Teacher 1,350 Special Ed. Aide 30	Ed'l. Diag. 50 Psychologist 25 Special Ed. Materials Spec. 30	Regular Admin Regular Supv. 45 Special Supv. 75		
	Programming for severely-profoundly handicapped		5	Special Teacher 200 Special Ed. Aide 100		Regular Admin. Regular Supv. 50 Special Supv. 350		

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Vocational education for visually handicapped		5	Special Teacher 30 P.E. 15 Voc. Ed. 20				
	Instructional procedures		5	Special Teacher 7,500		Special Supv. 75		
	Physical education and recreation for visually handicapped		5	Special Teacher 30 P. E. 15 Voc. Ed. 20				
	EDUCATIONAL PLACEMENT Regular educators role with handicapped children	N						
	Least restrictive environment		5			Regular Admin. >5,000 Regular Supv. Special Supv. 750		
	MANAGEMENT AND EVALUATION Leadership training	N					SEA Ed'l. Srvcs. Center	
	Develop and distribute to LEA, ESC, and other educational institutions general guidelines for local, regional state staff development programs with materials for improving program analysis, determining needs of individual staff members, evaluating programs for effectiveness & impacting student learning							

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT Implementing P.L. 94-142		P			Admin. 50 Supv. 75		
	P.L. 94-142 and emotionally disturbed		6D					
	Priorities	N	P			Admin. 400 Supv. 150		
	PROCEDURAL SAFEGUARDS Procedural safeguards	N	P	Aide 300	Psychologist 80	Admin. 400 Supv. 150	Volunteer 25	
	Model for conducting hearings	N	P				Volunteer 10	
	Training for hearing officer	N					Hearing Ofcr.	
	Use of surrogates	N	P			Admin. 400 Supv. 150		
	Model for surrogate training	N	P				Surrogate 20	
	CHILD EVALUATION Referral procedures	N						

PRI-ORITY	AREAS Content Stated in Plans	STATUS Need	 Plan	TARGET POPULATION Instruction	 Support	 Administration	 Other	RESOURCES
	Diagnostic procedures		P	Special Teacher 1,000 Aide 300 P.E. 50	Rec. Thrpst. 10 Psychologist 50 Media Materials Pers. 200	Admin. 50 Supervisor 150		
	Nondiscriminatory testing	N	P	Regular Teacher 5,000 Special Teacher 6,000	Psychologist 80	Admin. 400 Supv. 150		
	INDIVIDUALIZED EDUCATION PROGRAM							
	IEP		P 6D	All special education personnel				
	IEP	N	P	Regular Teacher 5,000 Special Teacher 6,000 P.E. 50	Rec. Thrpst. 10 Psychologist 80	Admin. 400 Supv. 150		
	LEA development of IEP	N						
	Use of media and materials	N	P	Aide 300	Methods & Materials Pers.			
	Instructional procedures		P	Regular Teacher 5,000 Special Teacher 3,500 Aide 300 P.E. 50	Rec. Thrpst. 10 Psychologist 100 Media Materials Pers. 200	Admin. 150 Supv. 150	Parent 400 Volunteer 25	
	Training under-trained staff dealing with severely multiply handicapped	N						

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Severely multiply handicapped		6D					
	Programs for handicapped		6D					
	Elementary EMR programs		6D					
	EDUCATIONAL PLACEMENT							
	Least restrictive environment	N	P	Regular Teacher 5,000 Special Teacher 6,000 P. E. 50	Rec. Thrpst. 10 Psychologist 80	Admin. 400 Supv. 150		
	Teaming procedures	N						
	Designing training programs to use teams more effectively	N						

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Training on Implementing P.L. 94-142.	N				Regular Ed. District Admin.		
	Implementing P.L. 94-142.		5	Regular Teacher 541 Special Teacher 70 Voc. Ed. 20	Speech Path. 35	Admin. 60 School Director 156	Surrogate 15 Hearing Ofcr. 5	
	Components of LEA Plan		P	Regular Teacher	Pupil Pers. Staff	Admin.		Special Ed. Technical Assistance & Evaluative Personnel
	Priorities		5	Regular Teacher 541 Special Teacher 135 Voc. Ed. 20	Speech Path. 35	Admin. 60 School Director 156	Surrogate 15 Hearing Ofcr. 5	
	PROCEDURAL SAFEGUARDS							
	Procedural Safeguards		5	Regular Teacher 541 Special Teacher 135 Voc. Ed. 20	Speech Path. 35	Admin. 60 School Director 156	Surrogate 15 Hearing Ofcr. 5	
	Use of Surrogates		5	Regular Teacher 541 Special Teacher 135 Voc. Ed. 20	Speech Path. 35	Admin. 60 School Director 156	Surrogate 15 Hearing Ofcr. 5	
	CHILD EVALUATION							
	Diagnostic, Procedures		5	Regular Teacher 541 Special Teacher 70 Voc. Ed. 20	Speech Path. 35			

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Nondiscriminatory Testing		5	Regular Teacher 541 Special Teacher 135 Voc. Ed. 20	Speech Path. 35	Admin. 60 School Director 156	Surrogate 15 Hearing Ofcr. 5	
	Speech and Language Development		P	Regular Teacher	Pupil Pers. Staff	Admin.		Regional Resource Center
	INDIVIDUALIZED EDUCATION PROGRAM Diversified Occupations - vocational education for mentally retarded secondary students.	N						
	Curriculum Development	N		Regular Teacher				
	Media for Handicapped		P	Regular Teacher	Pupil Pers. Staff	Admin.		Regional Resource Center
	IEP Development		P	Regular Teacher	Pupil Pers. Staff	Admin.		Special Ed. Tech. Asstn. & Evaluatn. Personnel
	IEP		5	Regular Teacher 541 Special Teacher 135 Voc. Ed. 20	Speech Path. 35	Admin. 60 School Director 156	Surrogate 15 Hearing Ofcr. 5	

Review of Annual Program Plans 1977-78: Vermont (VT)

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Instructional Procedures		5	Regular Teacher 541 Special Teacher 135 Voc. Ed. 20	Speech Path. 35			
	Essential Early Education	N						
	Learning and Behavioral Handicaps	N						
	EMR (Elementary)	N						
	TMR	N						
	Severely and Multiply Handicapped	N						
	Language, Speech and Hearing	N						
	EDUCATIONAL PLACEMENT							
	Least Restrictive Environment		5	Regular Teacher 541 Special Teacher 135 Voc. Ed. 20	Speech Path. 35	Admin. 60 School Director 156	Surrogate 15 Hearing Ofcr. 5	

Review of Annual Program Plans 1977-78: Vermont (VT)

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Instructional Procedures		5	Regular Teacher 541 Special Teacher 135 Voc. Ed. 20	Speech Path. 35			
	Essential Early Education	N						
	Learning and Behavioral Handicaps	N						
	EMR (Elementary)	N						
	TMR	N						
	Severely and Multiply Handicapped	N						
	Language, Speech and Hearing	N						
	EDUCATIONAL PLACEMENT							
	Least Restrictive Environment		5	Regular Teacher 541 Special Teacher 135 Voc. Ed. 20	Speech Path. 35	Admin. 60 School Director 156	Surrogate 15 Hearing Ofcr. 5	

VERMONT

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	CHILD EVALUATION							
P	Knowledge of handicapping characteristics.	N		Regular Teacher Aide				
	Seminar for regular education divisions of SEA or characteristics of handicapping conditions.		P	Regular education personnel in SEA.				
P	Knowledge of categories of handicapped children.	N		Regular Teacher Aide				
P	Referral Sources.	N		Regular Teacher Aide				
P	Assessment	N		Regular Teacher Aide				
	Child Identification		P	300 personnel from 40 LEAs.				Imprint
	Aspects of assessment and diagnosis.		P	300 personnel from 40 LEAs.				Imprint
	INDIVIDUALIZED EDUCATION PROGRAM							
P	Skill in writing instructional objectives.	N		Regular Teacher Aide				

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Awareness and skill in implementation of IEP.		E			Elementary Principals		
	Individualized educational programming.		P	300 personnel from 40 LEAs.				Imprint
P	Skills in individualization of instruction.	N		Regular Teacher Aide				
P	Skills in adapting curriculum materials to meet individual needs.	N		Regular Teacher Aide				
	Seminar for regular education divisions of SEA on implementation of P.L. 94-142 as related to curriculum and materials.		P	Regular education personnel in SEA.				
	Training program for teachers of preschool handicapped: o communication o self help o cognitive o psychomotor o effective objectives.		E	Teachers of preschool handicapped.				Stimulus material packages used by parents with children at home.
P	Skills in mainstream classroom management.	N						

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	MANAGEMENT AND EVALUATION							
	Organizing and implementing programs.		P	300 personnel from 40 LEAs.				Imprint
	Evaluating programs.		P	300 personnel from 40 LEAs.				Imprint
	SERVICE COORDINATION AND COMMUNICATION							
P	Skills in dealing with parents of handicapped.	N		Regular Teacher Aide				
	Coordinating community resources.		P	300 personnel from 40 LEAs.				Imprint

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Federal Legislation	N	P		O.T.			
	State Legislation		P		O.T.			
	State Legislation	N	P			Admin.		
	CHILD EVALUATION							
	Handicapping Conditions		P		Physical Thrpst.			
	Characteristics of Learning Disabilities		6D					Telecourse
	Screening		P		Physical Thrpst.			
	Academic Disabilities	N		Teacher				
	Evaluation	N	P	Teacher	O.T.			
	Initial Assessment	N	P		O.T.			
	Testing Techniques for Sensory Integration	N	P		O.T.			
	Social Development Assessment	N	P		Psychologist			

Review of Annual Program Plans 1977-78: Washington (WA)

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Workshop for Teachers		P		Psychologist			
	Advanced Educational Measures		P		Psychologist			
	Educational Measures Procedures	N			Psychologist			
	Interdisciplinary Staffing		6D					
	Realistic Expectations for Handicapped Students		6D					
	Short Term Goals		P		O.T.			
	Instructional Objectives		P		Physical Thrpst.			
	Educational Remediation		P		O.T.			
	Individualized Instruction		P	Teacher				
	Individualized Theory into Practice		6D					
	Program Development for Mildly Mentally Retarded and Emotionally Disturbed		6D					
	Reading			Teacher				

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Reading Programs for Handicapped Children		6D					
	Speech-Reading Skills		P		Communication Disorders Specialist			
	Competency-Based Prevocational Curriculum		6D					
	Self-help Skills	N	P		Physical Thrpst.			
	Arts for Classroom Teachers		6D					
	Storytelling		6D					
	Career Awareness		6D					
	Home Intervention		P		Physical Thrpst.			
	Implementing Home Programs	N	P		Communication Disorders Specialist			
	Techniques to Handle Handicapped Children		P		Physical Thrpst.			
	Language for Handicapped		P		Communication Disorders Specialist			

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Manual English		P		Communication Disorders Specialist			
	Speaking Without Words		6D					
	Auditory Training		P		Communication Disorders Specialist			
	Total Communication In-service Course		6D					
	Selecting Materials	N	P	Teacher				
	Developing Materials	N	P	Teacher				
	Behavior Management	N	P	Teacher				
	Management of the School Climate		P		Psychologist			
	LD Programs		P		Psychologist			
	Learning Disabilities		P		Communication Disorders Specialist			
	Learning Disabilities Remediation		P		Communication Disorders Specialist			

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Psychoeducational Approach to LD		P		Communication Disorders Specialist			
	LD Training Programs		6D					
	Emotionally Disturbed Children	N	P	Teacher				
	Hearing Impaired Children		P		Communication Disorders Specialist			
	Hard of Hearing		6D					
	Aspects of Deafness		6D					
	Early Childhood Education		6D					
	P.E. for Handicapped		P		Psychologist			
	Perceptual Motor Skills	N	P		Physical Thrpst.			
	EDUCATIONAL PLACEMENT Integrating with Non-handicapped	N	P			Admin.		

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Mainstreaming		P					
	Social Services		P		Physical Thrpst.			
	Delinquency Prevention		P		Psychologist			
	Counseling for Delinquency	N			Psychologist			
	Handling Drug Abuse	N	P		Psychologist			
	Counseling Alternative Life Styles	N	P		Psychologist			
	Medical Involvement	N			Psychologist			
	Medical Advances in Neurological Impairment Diagnosis		P		Psychologist			
	Aides as Tutors in Resource Room Programs		6D	Aide				
	First Aid for Aides First		6D	Aide				
	Interdisciplinary Training for Occuptational Thrpst. and Physical Thrpst.		6D		O.T. Physical Thrpst.			

PRIORITY	AREAS Content Stated in Plans	STATUS Need	STATUS Plan	TARGET POPULATION Instruction	TARGET POPULATION Support	TARGET POPULATION Administration	TARGET POPULATION Other	RESOURCES
	Health and Medical Education		P		Physical Thrpst.			
	Medical and Legal Aspects of Serving the Severe and Profoundly Handicapped Population		6D					
	MANAGEMENT AND EVALUATION							
	Grant Writing		P		O.T.			
	Funding Sources	N	P			Admin.		
	Program Planning and Evaluation		P			Admin.		
	Utilization of Staff		P			Admin.		
	Functional Evaluation of Staff	N	P			Admin.		
	Accountability for Special Services Staff		6D					
	SERVICE COORDINATION AND COMMUNICATION							
	Communication Skills	N	P	Teacher				

Review of Annual Program Plans 1977-78: Washington (WA)

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Communication		P		Physical Thrpst.			
	Communicating with Parents	N	P	Teacher	O.T.			
	Counseling Parents		P		O.T.			
	Communicating with the Community	N	P			Admin.		
	Communicating with Parents and Students	N	P			Admin.		
	Communicating with Staff	N	P			Admin.		
	Effective Parent/Teacher Conferencing		6D					
	OTHER							
	Training Sequence for Minority Staff		6D					
	Volunteer Training Staff		6D					
	Year-round School		P		Communication Disorders Specialist			
	Increasing Available Teaching Time		6D					

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	EDUCATIONAL PLACEMENT Paraprofessional Role and Competencies for Each Categorical Program Area - In Meeting "Free Appropriate Public Education"		P	Paraprofessionals		Noninstructional Pers.	County Bd. of Educators	SEA
	OTHER Personnel to be Trained		P	Teachers of Visually Impaired, Blind/Deaf, Physically Handicapped, Mentally Retarded, Hearing Impaired, Elementary and Secondary Special Education, Vocational Education.	Speech and Language Clinicians, Audiologists, Psychologist, Social Service and Attendance Workers, Personnel and Guidance.	Special Ed. Admin, School Transportation Supv.	Voc. Rehabilitation Personnel	
	Priority Personnel to be Trained	N		Regular Teachers	Special Ed. and Support Personnel	County Admin. of Special Ed. and Regular Ed.	Surrogate Parent Hearing Ofcr. Trainers of Regular and Special Teachers	

WEST VIRGINIA

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT							
	Aspects of Implementation of P.L. 94-142	N		Special Teachers Paraprofessionals	Support Pers.	Regular Ed. Admin. Special Ed. Admin.	Personnel in Other Agencies Noninstructional Pers.	
	Understanding Guidelines for Paraprofessionals and Noninstructional Personnel in Meeting "Free Appropriate Public Education"		P			Supv. of Paraprofessionals and Noninstructional Personnel.		
	CHILD EVALUATION							
	Characteristics of Exceptional Children	N		Paraprofessionals				
	Diagnostic Procedures	N		Special Teachers	Support Pers.			
	INDIVIDUALIZED EDUCATION PROGRAM							
	Develop and Implement IEP	N		Special Teachers	Support Pers.			
	Instructional Procedures	N		Special Teachers	Support Pers.			
	Instructional Techniques	N		Paraprofessional				

Review of Annual Program Plans 1977-78: Wisconsin (WI) CEC Training Project

PRI-	AREAS	STATUS		TARGET POPULATION				RESOURCES
ORITY	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND DEVELOPMENT							
	Implementation of P.L. 94-142		5	Regular Teacher 6,400 Special Teacher 3,800 P.E. 100 Voc. Ed. 125 Aide 1,250	Speech Path. 60 Psychologist 85 Social Wkr. 85	Supv. 150 Admin. 700 Sch. Board 910 Special Admin. 150	Parent 2,760 Hearing Ofcr. 300 Other 350	
	Priorities		5	Special Teacher 3,750	Child Find Spec. 100	Supv. 150 Admin. 700 Special Admin. 150		
	PROCEDURAL SAFEGUARDS							
	Procedural safeguards		5	Regular Teacher 6,400 Special Teacher 3,800 P.E. 100 Voc. Ed. 125	Speech Path. 60 Psychologist 85 Social Wkr. 85	Supv. 150 Admin. 700 Special Admin. 750	Parent 2,760 Hearing Ofcr. 300 Other 350	
	How to implement due process procedures for young handicapped -- hearings, negotiations, conciliation	NO		Regular Teacher Special Teacher			Parent	
	Use of surrogate		5	Special Teacher 3,750		Supv. 150 Admin. 700 Special Admin. 150	Parent 2,760 Hearing Ofcr. 300 Other 350	
	CHILD EVALUATION							
	Recognition of soft signs of handicapping conditions in all children 3 to 21 for early intervention and appropriate programming	NO		Regular Teacher Special Teacher			Parent Other	

PRIORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	Early diagnosis, soft signs, assessment, programming for handicapped ages 0-5	N O		Regular Teacher Special Teacher				
	Develop knowledge and effectiveness in identification, assessment, evaluation, prescription, programming process for young handicapped	N O		Regular Teacher Special Teacher				
	Diagnostic procedures		5	Regular Teacher 6,400 Special Teacher 3,800 P. E. 100 Voc. Ed. 125 Aide 1,250	Speech Path. 60 Audiologist 50 Psychologist 85 Social Wkr. 85	Supv. 150 Admin. 700 Special Admin. 150	Parent 2,760 Hearing Ofcr. 300 Other 350	
	Nondiscriminatory testing		5	Special Teacher 3,750	Psychologist 400	Supv. 150 Admin. 700 Special Admin. 150		
	INDIVIDUALIZED EDUCATION PROGRAM							
	IEP		5	Regular Teacher 6,400 Special Teacher 5,450 P. E. 100 Voc. Ed. 125 Aide 1,250	Speech Path. 60 Psychologist 85 Social Wkr. 85	Supv. 150 Admin. 700 Special Admin. 150	Parent 2,760 Hearing Ofcr. 300 Other 350	
	Instructional procedures		5	Regular Teacher 6,400 Special Teacher 3,800 P. E. 100 Voc. Ed. 125 Aide 1,250	Speech Path. 60 Audiologist 50 Psychologist 85 Social Wkr. 85	Supv. 150 Admin. 700 Special Admin. 150	Parent 2,760 Hearing Ofcr. 300 Other 350	

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	EDUCATIONAL PLACEMENT							
	Least restrictive environment		5	Regular Teacher 6,400 Special Teacher 3,800 P. E. 100 Voc. Ed. 125	Speech Path. 60 Psychologist 85 Social Wkr. 85	Supv. 150 Admin. 700 Special Admin. 150	Parent 2,760 Surrogate 105 Hearing Ofcr. 300 Other 350	
	Use of paraprofessionals and aids in preschool programs	N O		Regular Teacher Special Teacher				
	MANAGEMENT AND EVALUATION							
	Training to improve TA services of SEA staff to develop coordination of Federal programs, uniform financial accounting, continuous evaluation and monitoring for SE programs and interface with LEA and IHE						SEA special education staff	
	Resources to initiate, organize and support operational programs for young handicapped			LEA personnel				Workshop. Seminar, Minicourse, Conference
	OTHER							
	Special education topics	N O		Regular Teacher		Regular Admin.		

PRI-ORITY	AREAS	STATUS		TARGET POPULATION				RESOURCES
	Content Stated in Plans	Need	Plan	Instruction	Support	Administration	Other	
	PLANNING AND POLICY DEVELOPMENT P.L. 94-142	N		Public, Private and Parochial Personnel				
	CHILD EVALUATION Child Identification Program	N		Public, Private and Parochial Personnel				
	Child Identification to Assist in Determining Child Needs	N					County Social Workers	
	INDIVIDUALIZED EDUCATION PLAN Write, Implement and Evaluate IEP		P					NW-SE-LRC
	OTHER Inservice Programs		P	Teachers of Preschool Handicapped				